

I G B O

BASIC COURSE



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L. B. SWIFT A. AHAGHOTU E. UGORJI

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BASIC COURSE

P R E F A C E

The current text is a new work in every sense of the word. Together with companion courses in Twi and Yoruba, it is the fruit of the Foreign Service Institute's first venture into the preparation of teaching materials for West African languages of the Niger- Congo family as part of the Institute's Special African Language Program coordinated by Earl W. Stevick. This text was prepared under an agreement with the Office of Education, Department of Health, Education and Welfare, under the National Defense Education Act.

Igbo Basic Course represents an effort to apply a combination of proven classroom techniques, and new ones especially devised, to the teaching of complex tonal systems. Although brief and experimental, the course, in its present form, is based on classroom experience with one group of Foreign Service Officers as students.

Igbo is a language which has been less studied by trained linguists than some other African languages. Basic reference grammars and dictionaries are virtually non-existent. The preparation of this course therefore involved more basic research into the structure of the language than is commonly required in the preparation of classroom texts. The Institute commends the work to the attention of scholars as well as of language teachers in the belief that it represents a modest but significant contribution to the literature of African descriptive linguistics.

The course was prepared by Lloyd B. Swift, Acting Head of the Department of Near East and African Languages, with the assistance of Amako Ahaghotu and Chidiadi Ugorji, Language Instructors.



Howard E. Sollenberger, Dean
School of Languages and Area Studies
Foreign Service Institute
Department of State

Foreword

This course is based on the speech of two members of the Ezinehite group of Igbos in Central Owerri Province between the towns of Owerri and Umuahia, Eastern Nigeria. Their speech is representative "Central Igbo".

The essential phonological and grammatical structures of Igbo are presented within a small vocabulary. The omission of many common words is justified on the premise that, once the structure is grasped, vocabulary building can proceed apace. The words presented are however useful, lend themselves to the construction of natural though limited utterances, and exemplify all the phonemes of Igbo in representative environments. There are, if compounds and derivatives are not counted separately, about six hundred vocabulary items.

The course materials consist of four parts:

- I. Tone Drills - a set of seventy-five exercises on the recognition of tone distinctions and patterns.
- II. Twenty-four units (1-24) containing:
 - a. Dialogues
 - b. Notes
 - c. Drills
- III. Six units (25-30) containing:
 - a. Dialogues
 - b. Short Narratives
- IV. Vocabulary

The dialogues of the thirty units in the Basic Course are presented in four columns headed Pronunciation, Structure, Spelling and English. The Pronunciation column represents, as clearly as possible within the orthographic conventions adopted (and explained in Note 1.1) the speech of the Igbo authors of this course as recorded on the accompanying tapes.

The Structure column contains, where necessary, parenthetical notes concerning the tone class membership of nouns or verbs, the

membership of forms in other grammatical categories and the like, plus a respelling of the utterances more nearly conforming to the shapes of the morphemes in isolation. The tone patterns of the utterances are, however, not changed in this column from those in the first column.

The Spelling column presents the same utterances in Igbo orthography. The orthography chosen is the so-called 'old' orthography which is more common than the 'new' and which serves as the basis for the transcription used in the Pronunciation and Structure columns. Because of a considerable variation in Igbo spelling in various printed materials available to the writers, the personal practice of the Igbo members of the team producing these units was generally followed. Thus the spelling column represents a spelling rather than the spelling and serves to introduce the student to some of the common spelling conventions and to accustom him to the appearance of Igbo written without tone marks and with spaces between 'words' and/or other units. After these materials were prepared news came of the adoption of a newer orthography for Igbo which more nearly approximates the spelling of our Structure column but which does not mark tone, aspiration or nasalization.

The final column, English, gives a more or less literal translation in accordance with the following conventions:

1. Items needed in smooth translation but not directly translating anything in the Igbo are entered in square brackets [____].
2. Items occurring in the Igbo but not contributing to smooth translation into English are given in parentheses (____).
3. More literal translations, where required, are enclosed in single quotes within parentheses ('____').

Thus a smoother translation can usually be obtained by reading items in square brackets and omitting those in parentheses.

In accordance with these conventions, the Igbo equivalent of 'Where are you going?' might appear in the units as follows:

In Column 1: òléé'bííj'è

In Column 2: òlée'- ebe - i - j'è

In Column 3: Ole ebe i je?

And in Column 4:

[Where] ('What place') [are] you going? ('What place you en route to?')

The grammar notes are perhaps more extensive than minimally required in a work with primarily pedagogic purposes. The absence of suitable reference grammars of Igbo makes this desirable. On the other hand, no brief course can pretend to an exhaustive treatment of structure. Many matters of derivational morphology and of syntax have been slighted in favor of more detailed treatment of the grammatical function of tone. This was done on the assumption that morphological and syntactic use of tone is the primary difficulty in Igbo for English speakers and that 'conventional' matters of grammar, such as word order and 'idiom', will be more readily apparent to the student as he progresses beyond the scope of the present course than will matters of tone.

The drills are nearly all of the substitution type. The Introduction and Unit 1 contain recommendations for the routine use of such drills. Any imaginative instructor will wish to supplement such routine drill both with additional appropriate substitutions and with other types of drill such as question-and-answer, occasional translation and controlled conversation. The teacher must, however, avoid puzzling the students with unfamiliar forms or constructions, since the primary goal of the student in this course is the automatic control of structure, especially the tonal patterning. Major emphasis on correct use of tone must be maintained throughout - often at the expense of exercises which are more interesting - especially to the instructor.

The course has been extensively revised and expanded since its experimental use in a twelve-week intensive class. In its present form, it can hardly be assimilated in less than 600 hours of class and laboratory time.

This material is planned for use with a native speaker of Igbo as instructor. However, it may sometimes be necessary to use it without one. Tape recording of tone drills, dialogues,

exercises and narratives are available to assist in such use as well as to supplement the efforts of a native speaker as teacher. Even when such a teacher is available, ample time should be allowed for work with the tapes, since nearly subhuman patience is required of a teacher if he is to provide enough consistent models for student mastery of tone patterning.

The student is likely, because of the wide dialectal divergence within the Igbo community, to have an instructor whose speech differs more or less from that represented here. He must be prepared to imitate his teacher in disregard of the printed page. For example, in many dialects aspiration either does not occur or is replaced by other features. Dialect divergence is likely to be greater in vocabulary and segmental structure of forms than in overall tonal patterning. However, the student may expect tone to diverge consistently at specific points from the patterns presented here. As he discovers such consistent divergences he would be well advised to mark them in his book. He may find it both useful and interesting to attempt to predict in new exercises the places at which such tonal variation will occur.

In a work of this kind in which a fairly complex transcription must be employed with a variety of diacritic marks, it is inevitable that there should occur errors in the printed version due to faulty proof-reading. Every effort has been made to keep these to a minimum. The marking of tone and assimilation in the materials is entirely the work of the American member of the team and he takes full responsibility for such errors as have occurred.

Introduction:

Use of the Course Materials

I Tone Drills:

Each tone drill is designed to be done entirely orally. The printed text of tone drills is solely for the convenience of a teacher in case the taped materials are unavailable.

Each individual tone drill should be repeated until the student can give correct responses without error. The correct responses are recorded on the tape and printed in the text.

After all drills in a lettered section have been successfully accomplished, the student should repeat the section writing his responses. This helps him to associate the accents used as orthographic symbols of tone with the relative pitches as perceived aurally.

When correct written responses have been made, he should proceed to the next lettered section of the drills until all are successfully completed.

II Units 1-24:

At the discretion of the instructor, the students may start with Unit 1 after all have worked at least through section N of the Tone Drills. The remaining tone drills should be completed, however, before the students progress beyond Unit 3.

Dialogues:

Step 1. The dialogues are presented by a native speaker at normal speed and the students listen with books closed. Normal speed is defined as no slower than the slowest rendering of the utterance which the speaker would use in natural conversation with another native speaker of Igbo.

Step 2: The dialogues are presented at normal speed with the individual words and phrases of the 'build-ups' as printed and the students repeat in imitation of the instructor with their books closed. If a complete utterance offers particular problems for a student, the instructor presents the utterances in parts, commonly starting from the end (with the last phrase) and building up by adding the preceding parts of the utterance. The teacher must be especially careful not to distort the tonal patterning when presenting parts of utterances. For this reason, the sentences in the early dialogues are kept very short and the instructor is advised to prefer frequent repetition of whole utterances to partial presentation.

If one student cannot repeat correctly after three or four tries, the instructor moves on to another student, returning later to the student who made the error. The instructor looks directly at the student when presenting utterances for repetition.

Step 3: After the students are able to repeat correctly after the teacher, they open their books and practice reading the utterances from the Pronunciation column.

Step 4: After all students can do Steps 1-3 satisfactorily, the students take the roles in the dialogue and repeat from memory with books closed.

The instructor should be able to answer each of the following question affirmatively before progressing to the next step:

For Step 2: Can each student repeat each utterance of this dialogue after me with correct speed, phrasing, tone and pronunciation of individual sounds?

For Step 3: Can each student read each utterance of this dialogue correctly (as defined above)?

For Step 4: Can each student take any role and perform this dialogue correctly and naturally?

Notes:

Notes are to be read as outside work by the student and explained (only if necessary) by the linguist in charge of the course. Talking about the content of the notes should be kept to a minimum. In the absence of a linguist to explain them, the native speaker may pronounce the given examples and give additional examples of the same phenomenon while the students reread the note. Attempts at exposition of the content of the notes by linguistically untrained native speakers are discouraged.

Drills:

Step 1: Drills are done first like the dialogues. That is, each new word and each utterance of the drill is repeated in imitation of the instructor until it is correctly pronounced with books closed.

Step 2: Next the students read the drill sentences from their books.

Step 3: Finally the drill is presented orally in order as printed with the instructor giving only the 'key word' or cue, and the students producing the correct response sentence.

In drills for which a translation is provided as well as for those for which two or more response sentences are given (for

example positive and negative answers to a question), the drill may be varied by using the translation or one of the response sentences as cue, the students producing in turn the correct response sentence. In Unit 1 is outlined the technique of using a notched card as a guide to the instructor or the student in using the substitution drills.

A substitution drill has been successfully completed when the instructor is able to answer affirmatively the following questions:

For Step 1: Can the students repeat the drill sentences correctly after me?

For Step 2: Can the students read the sentences correctly from their books?

For Step 3: Can the students produce the correct responses when I give them only the key word (or other cue)?

Certain drills, including the phonetic drills of Unit 1-3, are not of this substitution type. Such drills can normally be considered complete after the first two steps.

III Units 25-30

Dialogues:

The dialogues in these units are presented and drilled as were those Units 1-24.

Narratives:

The narratives are presented and drilled as were the dialogues. As the utterances are longer, the separate phrases may have to be presented and practiced separately. Each narrative is to be memorized as were the dialogues until each student can tell the story with smooth, fluent and correct delivery.

A Word on Vocabulary:

This course omits many very common words and thousands of less common ones which are in daily use by Igbo speakers. No satisfactory Igbo-English dictionary is known to the writers. The

student is advised, therefore, to compile a list, a notebook or a box of flash cards for use in expanding his productive vocabulary, especially when he is studying in an Igbo-speaking environment. He should exercise care in spelling and marking tone on such lists and will doubtless wish to revise his list from time to time as his grasp of the tone class membership, etc. of Igbo words increases. Knowledge of tone class is essential to the correct use of a form and this information should be entered on all lists or cards.

TABLE OF CONTENTS OF THE GRAMMAR NOTES

Note		Page
1.1	The Writing Systems of Igbo and the Transcription Here Employed.....	48
1.2	The Phonemes of Igbo.....	50
1.3	Tone.....	55
1.4	Personal Affixes: a-/e....m(ɹ), i-/ɪ, o-/ɔ-First, Second and Third Person Singular.....	56
1.5	Assimilation.....	65
2.1	Greetings - The Perfect Form of the Verb.....	68
2.2	Vowel Harmony.....	80
3.1	Tone Classes of Verbs (I) - Class (L).....	90
4.1	Tone Classes of Verbs (II) - Classes (H) and (HL); The RA Form of Verbs.....	102
4.2	Personal Affixes: a-/e-....ḥa, a-/e-, Third Person Plural and Impersonal.....	106
4.3	Questions.....	114
5.1	The Adverbial RA Suffix.....	126
5.2	Conjunction là / nà.....	126
5.3	Numbers up to 12.....	126
5.4	The Simple Form of Certain Verbs.....	129
5.5	The Future with ɪga Plus the Infinitive.....	132
6.1	The Progressive-Iterative Form with Suffix -ghe/-gha.....	138
7.1	Noun Classes and the Tonal Patterns of Modifications, Possessive Pronouns.....	150
7.2	Auxiliaries là / nà and jè, Verbal Noun Forms....	160
7.3	Homonymous Forms.....	171
8.1	Negative with Suffix -ghi / -ghɪ.....	188
9.1	Suffixed Verb Forms - The Imperative.....	194
9.2	Environment 2 of Nouns.....	194
9.3	Subsequential Verb Form.....	194
9.4	Second Clauses with the Same Subject with Auxiliary nà / là.....	198
9.5	Second Clauses with Verbs with Suffix -ghe / -gha	200
9.6	Means - Indicated by ɪji 'to use'.....	202
9.7	The RA Adverbial Suffix in Suffixed Verb Forms...	207
10.1	Negative Imperative.....	212
10.2	The Perfect Verb Form.....	214
11.1	Infinitive as Expression of Purpose.....	229
12.1	òzɔ́ / òjɔ́ and òzɔ / òjɔ.....	242

12.2	Pronoun Prefix m(u) 'I'	245
12.3	Tone Patterns of Noun and Pronoun Subjects in Modifying Clauses.....	247
13.1	Negative with Suffix -ña	260
13.2	Emphatic Past Forms.....	263
14.1	Potential Clauses.....	274
14.2	The Consequential Form.....	281
14.3	Summary of Suffixed Forms of the Verb to Date...	290
14.4	RA Adverbial Suffix with Consequential Forms....	295
15.1	Summary of Adverbial Suffixes to Date.....	300
15.2	Relative Particle kè / ñke	303
15.3	Non-Clause Modifiers with kè / ñke	306
16.1	The Hortative Forms - sí 'that, saying'.....	314
16.2	Question Words and the Word Order of Questions..	318
17.1	The Verbal Noun as Emphatic Signal.....	328
17.2	The Order of Possessive and Other Modifiers.....	329
18.1	The Days of the Week.....	338
18.2	Numbers Above 12.....	346
18.3	Ordinal Numerals.....	347
19.1	Comparisons - with íkà 'to exceed'.....	358
20.1	Review.....	371
22.1	Adjective Clauses without Separate Subjects.....	380
23.1	The Negative of the Perfect with Suffix -bèghi...	394
23.2	The Periphrastic Negative with òdighi	399
24.1	Reported Speech.....	410

BASIC COURSE

PART I

TONE DRILLS

Instructions for Tone Drills

Each of the following drills contains ten items. There are two principal types of drill:

1. Same - Different drills in which each item is a pair of forms. You are expected to respond 'same' or 'different' according to whether you heard the same form repeated or two different forms. For example if you hear the pair:

ézhí 'true' èzhí 'compound'

you will respond ----- 'different' because the tone patterns of the two words are different and, if you are recording your responses on paper, you will write a 'D'. Listen again to the same pair:

ézhí 'true' èzhí 'compound' ----- different

The first word ézhí means 'true'. The second èzhí means 'yard, compound or outdoors' so you can see that these words are different in both form (tone pattern) and meaning. The first two drills are Same - Different drills. Do these two drills now:

Section A

1.	Oral Response		'same'	or	'different'	
	Written Response		S	or	D	
1.	áka	hand	àká	exceeding	D	1.
2.	àká		àká		S	2.
3.	àká		áka		D	3.
4.	áka		àká		D	4.
5.	áka		áka		S	5.
6.	áka		áka		S	6.
7.	áka		àká		D	7.
8.	àká		àká		S	8.
9.	àká		áka		D	9.
10.	áka		áka		S	10.

BASIC COURSE

2.	Oral Response		'same'	or	'different'	
	Written Response		S	or	D	
1.	ánǔ	meat	ánǔ		S	1.
2.	ànǔ	hearing	ánǔ		D	2.
3.	ánǔ		ànǔ		D	3.
4.	ánǔ		ánǔ		S	4.
5.	ànǔ		ànǔ		S	5.
6.	ànǔ		ànǔ		S	6.
7.	ánǔ		ànǔ		D	7.
8.	ànǔ		ánǔ		D	8.
9.	ànǔ		ánǔ		D	9.
10.	ànǔ		ànǔ		S	10.

2. The second type of drill is identification drill. Here each item is one utterance and you are expected to listen carefully and to describe the tone pattern. For example if you hear:

ézhī 'true'

you will respond ----- 'high-high' since both syllables are high in relative tone. When you write responses you will write two acute accents.

If you hear:

èzhí 'compound'

you will respond ----- 'low high' since the second syllable is relatively higher than the first. When you write your responses you will write two acute accents for high-high and you will write a grave accent and an acute accent for low-high.

The next two drills are identification drills. Do them now:

3.	Oral Response	high high “ ”	or	low high “ ”	
	Written Response				
1.	áka	hand		HH	1.
2.	àká	exceeding		LH	2.
3.	àká			LH	3.
4.	àká			LH	4.
5.	áka			HH	5.
6.	àká			LH	6.
7.	áka			HH	7.
8.	áka			HH	8.
9.	áka			HH	9.
10.	àká			LH	10.

4.	Oral Response	high high “ ”	or	low high “ ”	
	Written Response				
1.	ànụ	hearing		LH	1.
2.	ànụ			LH	2.
3.	ánu	meat		HH	3.
4.	ánu			HH	4.
5.	ànụ			LH	5.
6.	ánu			HH	6.
7.	ànụ			LH	7.
8.	ànụ			LH	8.
9.	ánu			HH	9.
10.	ánu			HH	10.

BASIC COURSE

Drills 5 and 6 are identification drills also but the utterances do not have the same sounds - that is there are differences here besides the differences in tone patterns. You are to identify the tone pattern only and to ignore differences of other sounds. Do these two drills now.

5.	Oral Response	high high “ ”	or or	low high “ ”	
	Written Response				
1.	áka	hand		HH	1.
2.	ánu	meat		HH	2.
3.	ànú	hearing		LH	3.
4.	ànú			LH	4.
5.	àká	exceeding		LH	5.
6.	ánu			HH	6.
7.	àká			LH	7.
8.	ànú			LH	8.
9.	áka			HH	9.
10.	àká			LH	10.

6.	Oral Response	high high “ ”	or or	low high “ ”	
	Written Response				
1.	àñú	seeing		LH	1.
2.	èzhí	compound		LH	2.
3.	áhya	market		HH	3.
4.	ánu	meat		HH	4.
5.	ànnó	four		LH	5.
6.	ébe	place		HH	6.
7.	àbá	Aba		LH	7.

8.	ík'e	strength	HH	8.
9.	kèdú	how?	LH	9.
10.	ók'e	male	HH	10.

You have now been introduced to the 2 main types of drill, same - different and identification, using the tone patterns 'high high' and 'low-high'. Continue the drills for this and other patterns in the same way. Do each drill over until you can give the correct oral response to each item then continue on to the next drill. When you have finished a lettered section of drills go back and repeat the section saying your responses and at the same time writing them on paper. The first exercises seem very easy and it may not appear necessary to give both oral and written answers. However complete mastery of early drills will assist you when you go on to harder ones and writing your responses will associate the written symbols with the tone patterns and thus help you when you begin to see Igbo written with tone marks.

7.	Oral Response	'same'	or	'different'	
	Written Response	S	or	D	
1.	cée think!	cée	wait!	D	1.
2.	cée	cée		S	2.
3.	cée	cée		S	3.
4.	cée	cée		D	4.
5.	cée	cée		D	5.
6.	cée	cée		S	6.
7.	cée	cée		D	7.
8.	cée	cée		S	8.
9.	cée	cée		S	9.
10.	cée	cée		D	10.

BASIC COURSE

8.	Oral Response		'same'	or	'different'	
	Written Response		S	or	D	
1.	shíe	and cook	shíé		cook!	D 1.
2.	shíé		shíé			S 2.
3.	shíé		shíé			S 3.
4.	shíe		shíe			S 4.
5.	shíé		shíe			D 5.
6.	shíe		shíe			S 6.
7.	shíe		shíé			D 7.
8.	shíé		shíe			D 8.
9.	shíé		shíé			S 9.
10.	shíé		shíe			D 10.

9.	Oral Response		high high	or	low high	
	Written Response		''	or	''	
1.	cée	wait!			HH	1.
2.	cée	think!			LH	2.
3.	cée				LH	3.
4.	cée				HH	4.
5.	cée				HH	5.
6.	cée				HH	6.
7.	cée				LH	7.
8.	cée				HH	8.
9.	cée				LH	9.
10.	cée				LH	10.

10.	Oral Response	high high	or	low high	
	Written Response	''	or	''	
1.	shíe and cook			HH	1.
2.	shíé cook!			LH	2.
3.	shíé			LH	3.
4.	shíé			LH	4.
5.	shíe			HH	5.
6.	shíé			LH	6.
7.	shíe			HH	7.
8.	shíe			HH	8.
9.	shíe			HH	9.
10.	shíe			HH	10.

11.	Oral Response	high high	or	low high	
	Written Response	''	or	''	
1.	cée wait!			HH	1.
2.	shíé cook!			LH	2.
3.	shíé			LH	3.
4.	cée think!			LH	4.
5.	shíe and cook			HH	5.
6.	cée			LH	6.
7.	cée			HH	7.
8.	shíe			HH	8.
9.	cée			LH	9.
10.	shíé			LH	10.

BASIC COURSE

12.	Oral Response	high high ''	or or	low high ''	
	Written Response				
1.	nyô	drink!		HH	1.
2.	j'ée	go!		LH	2.
3.	gàá	go!		LH	3.
4.	rúo	until		HH	4.
5.	rée	sell!		HH	5.
6.	dée	write!		LH	6.
7.	shie	and cook		HH	7.
8.	nôô	stay!		LH	8.
9.	cée	think!		LH	9.
10.	cée	wait!		HH	10.

You have finished section A. If you have been giving oral responses, repeat section A writing your responses on paper, two acute accents for 'high high' and a grave plus an acute for 'low high'.

Section B introduces a pattern with mid tone. The mark for high tone was an acute accent, for low tone it was a grave accent. Mid tone is marked by a vertical accent.

Section B

13.	Oral Response	'same'	or	'different'	
	Written Response	S	or	D	
1.	íme	pregnancy	íme	to do	D 1.
2.	ímè		ímè		S 2.
3.	ímè		ímè		S 3.
4.	íme		íme		S 4.
5.	ímè		íme		D 5.

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6.	íme		íme		D	6.
7.	íme		íme		D	7.
8.	íme		íme		S	8.
9.	íme		íme		D	9.
10.	íme		íme		S	10.
14.	Oral Response	'same'	or	'different'		
	Written Response	S	or	D		
1.	ívù to carry	ívu	load	D	1.	
2.	ívù	ívu		D	2.	
3.	ívu	ívu		S	3.	
4.	ívu	ívù		D	4.	
5.	ívù	ívù		S	5.	
6.	ívu	ívu		S	6.	
7.	ívu	ívù		D	7.	
8.	ívù	ívù		S	8.	
9.	ívu	ívu		S	9.	
10.	ívu	ívù		D	10.	
15.	Oral Response	high high	or	high mid		
	Written Response	''	or	''		
1.	íme pregnancy			HH	1.	
2.	íme			HH	2.	
3.	íme to do			HM	3.	
4.	íme			HM	4.	
5.	íme			HM	5.	
6.	íme			HM	6.	

BASIC COURSE

7.	íme				HH	7.
8.	íme				HH	8.
9.	ímè				HM	9.
10.	ímè				HM	10.
16.	Oral Response	high	high	or	high mid	
	Written Response	"	"	or	"	
1.	ívu	load			HH	1.
2.	ívù	to carry			HM	2.
3.	ívu				HH	3.
4.	ívù				HM	4.
5.	ívù				HM	5.
6.	ívù				HM	6.
7.	ívù				HM	7.
8.	ívu				HH	8.
9.	ívu				HH	9.
10.	ívu				HH	10.
17.	Oral Response	high	high	or	high mid	
	Written Response	"	"	or	"	
1.	íme	pregnancy			HH	1.
2.	ívù	to carry			HM	2.
3.	ívu	load			HH	3.
4.	ívù				HM	4.
5.	ímè	to do			HM	5.
6.	ímè				HM	6.
7.	íme				HH	7.

8.	ívu				HM	8.
9.	ívu				HH	9.
10.	íme				HH	10.
18.	Oral Response	high	high	or	high mid	
	Written Response	"	"	or	"	
1.	ít'è	to awaken			HM	1.
2.	ímmà	goodness			HM	2.
3.	ébe	place			HH	3.
4.	ícò	to want			HM	4.
5.	áhya	market			HH	5.
6.	ók'e	male			HH	6.
7.	míři	water			HM	7.
8.	ónye	person			HH	8.
9.	ínù	to drink			HM	9.
10.	ánya	eye			HH	10.
19.	Oral Response	high	high,	high mid	or	low high
	Written Response	"	, "	"	or	"
1.	tóro	threepence			HH	1.
2.	ínwè	to have			HM	2.
3.	èzhí	compound			LH	3.
4.	íkpe	judgement			HH	4.
5.	rúo	until			HH	5.
6.	kèdù	how			LH	6.
7.	írè	to sell			HM	7.
8.	ímmà	well			HM	8.

BASIC COURSE

9.	ôma	good	HH	9.
10.	j'èé	go!	LH	10.

You have finished section B. If you have been giving oral responses, repeat section B writing your responses with two acute accents for 'high high' and an acute plus a vertical accent for 'high-mid'.

Section C

20.	Oral Response		'same'	or	'different'	
	Written Response		S	or	D	
1.	ívù to carry	ívù		to be fat	D	1.
2.	ívù	ívù			S	2.
3.	ívù	ívù			S	3.
4.	ívù	ívù			S	4.
5.	ívù	ívù			D	5.
6.	ívù	ívù			S	6.
7.	ívù	ívù			D	7.
8.	ívù	ívù			D	8.
9.	ívù	ívù			D	9.
10.	ívù	ívù			S	10.

21.	Oral Response		'same'	or	'different'	
	Written Response		S	or	D	
1.	íbì you live	íbì			S	1.
2.	íbì to live	íbì			S	2.
3.	íbì	íbì			D	3.
4.	íbì	íbì			D	4.
5.	íbì	íbì			S	5.

22.	Oral Response	high mid	or	high low	
	Written Response	ˈ		ˈ	
1.	ívu	to carry		HM	1.
2.	ívu			HM	2.
3.	ívù	to be fat		HL	3.
4.	ívù			HL	4.
5.	ívù			HL	5.
6.	ívù			HM	6.
7.	ívù			HL	7.
8.	ívù			HM	8.
9.	ívù			HM	9.
10.	ívù			HM	10.

14

BASIC COURSE

7.	íbì				HL	7.
8.	íbì				HM	8.
9.	íbì				HM	9.
10.	íbì				HL	10.
24.	Oral Response	high mid	or	high low		
	Written Response	"	or	"		
1.	ívù	to carry			HM	1.
2.	íbì	to live			HM	2.
3.	íbì	you live			HL	3.
4.	ívù	to be fat			HL	4.
5.	ívù				HM	5.
6.	ívù				HL	6.
7.	íbì				HL	7.
8.	íbì				HM	8.
9.	íbì				HL	9.
10.	ívù				HM	10.
25.	Oral Response	high mid	or	high low		
	Written Response	"	or	"		
1.	ódì	it is			HL	1.
2.	mířì	water			HM	2.
3.	ók'à	maize			HL	3.
4.	ányì	we			HL	4.
5.	ímé	to do			HM	5.
6.	ínwé	to have			HM	6.
7.	ìgà	to go			HM	7.

8.	ík'ò	to cultivate	HL	8.
9.	úyò	house	HL	9.
10.	ìfù	to go out	HL	10.
26.	Oral Response high high, high mid, low high or high low Written Response " , " , " or "			
1.	íwè	to take	HL	1.
2.	ìbì	to live	HM	2.
3.	ṛúṛ	drink!	HH	3.
4.	òlé	how much	LH	4.
5.	mmà	well	HM	5.
6.	úyò	house	HL	6.
7.	ég'ò	money	HH	7.
8.	àtṛ	three	LH	8.
9.	édè	coco yam	HL	9.
10.	ndì	people	HH	10.
27.	Oral Response high high, high mid, low high or high low Written Response " , " , " or "			
1.	ìlà	to go home	HM	1.
2.	ùyṛ	P.N. (place name)	LH	2.
3.	épe	orange	HH	3.
4.	cìdì	P.N. (personal name)	HL	4.
5.	nnà	father	HL	5.
6.	ínyè	to give	HM	6.
7.	ìhù	to see	HM	7.
8.	ógò	in-law	HL	8.

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7.	òdị	òdị	S	7.
8.	òdị	óđị	D	8.
9.	óđị	òdị	D	9.
10.	òdị	óđị	D	10.

30. Oral Response high low or low low
 Written Response " or "

1.	íga	you will	HL	1.
2.	ìga	will you?	LL	2.
3.	ìga		LL	3.
4.	ìga		LL	4.
5.	íga		HL	5.
6.	ìga		LL	6.
7.	ìga		LL	7.
8.	íga		HL	8.
9.	íga		HL	9.
10.	ìga		LL	10.

31. Oral Response high low or low low
 Written Response " or "

1.	òdị	is it?	LL	1.
2.	òdị		LL	2.
3.	óđị	it is	HL	3.
4.	óđị		HL	4.
5.	óđị		HL	5.
6.	òdị		LL	6.
7.	òdị		LL	7.

BASIC COURSE

8.	óḍì		HL	8.
9.	òḍì		LL	9.
10.	óḍì		HL	10.
32.	Oral Response	high low	or	low low
	Written Response	“	or	“
1.	ìgà	you will	HL	1.
2.	òḍì	is it?	LL	2.
3.	òḍì		LL	3.
4.	óḍì	it is	HL	4.
5.	ìgà		HL	5.
6.	ìga	will you?	LL	6.
7.	óḍì		HL	7.
8.	ìgà		HL	8.
9.	òḍì		LL	9.
10.	ìga		LL	10.
33.	Oral Response	high low	or	low low
	Written Response	“	or	“
1.	éde	coco yam	HL	1.
2.	bèghì	not yet	LL	2.
3.	mme	time	LL	3.
4.	ényì	friend	HL	4.
5.	àla	country	LL	5.
6.	nnà	father	HL	6.
7.	íj'è	trip	HL	7.
8.	òt'u	condition	LL	8.

9.	gàla	still	LL	9.
10.	ótù	one	HL	10.
34.	Oral Response	high high, high mid, low high,		
	Written Response	" " , " " , " " ,		
		high low or low low		
		" " or " "		
1.	àla	land	LL	1.
2.	ényì	friend	HL	2.
3.	íshì	head	HH	3.
4.	ńkwụ	palm	HH	4.
5.	ịcọ	to want	HM	5.
6.	ịgà	you will	HL	6.
7.	iwè	to take	HL	7.
8.	dée	write!	LH	8.
9.	ńgwà	O.K.	HM	9.
10.	mífi	water	HM	10.
35.	Oral Response	high high, high mid, low high,		
	Written Response	" " , " " , " " ,		
		high low or low low		
		" " or " "		
1.	àhụ	body	LH	1.
2.	úyò	house	HL	2.
3.	épe	orange	HH	3.
4.	únù	you (plural)	HL	4.
5.	àtọ	three	LH	5.
6.	ịga	will you?	LL	6.

BASIC COURSE

7.	ànnó	four	LH	7.
8.	ílà	to go home	HM	8.
9.	ók'à	maize	HL	9.
10.	écl	yesterday (tomorrow)	HH	10.
36.	Oral Response	high high, high mid, low high,		
	Written Response	"", , " , " ,		
		high low or low low		
		" or "		
1.	ízù	to get fat	HL	1.
2.	p'énì	penny	HL	2.
3.	òvu	wild fowl	LL	3.
4.	íhù	face	HH	4.
5.	èzhí	compound	LH	5.
6.	ìte	pot	LL	6.
7.	ìrí	ten	LH	7.
8.	ígà	to go	HM	8.
9.	ànyú	drinking	LH	9.
10.	ík'e	strength	HH	10.
37.	Oral Response	high high, high mid, low high,		
	Written Response	"", , " , " ,		
		high low or low low		
		" or "		
1.	ínwé	to have	HM	1.
2.	ṅku	wing	LL	2.
3.	gàla	still	LL	3.
4.	úkwu	big	HH	4.

5.	íwè	be angry	HM	5.
6.	òdɪ	is it?	LL	6.
7.	ébe	place	HH	7.
8.	áhya	market	HH	8.
9.	ìsò	five	LH	9.
10.	mma	well	HM	10.

You have finished section D. If you have been giving oral responses repeat section D writing your responses.

In sections E, F, G, H, and I you are asked to respond to only the last two syllables of longer utterances.

Section E

38.	Oral Response	'same' or 'different'	(with respect to the last two syllables)
	Written Response	S or D	
1.	ínòneezhí	íṣṣeezhí	D 1.
2.	ízùeezhí	ífùṭeezhí	D 2.
3.	ízèeezhí	òzàreezhí	S 3.
4.	ṣánèeezhí	áfùṭálamèeezhí	D 4.
5.	òwèeezhí	òdìghèeezhí	S 5.
6.	ányìṣáreezhí	únùzùreezhí	D 6.
7.	òṣṣágheezhí	írègheezhí	S 7.
8.	ébìmlèeezhí	ámaakòṇòneezhí	S 8.
9.	érèremèezhí	ògìízzèeezhí	D 9.
10.	ògìíṣṣèeezhí	érèlèeezhí	S 10.

39.	Oral Response	'same'	or	'different'	(with respect to the last two syllables)	
	Written Response	S	or	D		
1.	írúaba			óǝ'èraabá	D	1.
2.	òwùghíaba			ówúaba	S	2.
3.	ìbìlaabá			ébìmaabá	S	3.
4.	ínònaabá			ígáaba	D	4.
5.	úyòmdìlaabá			̀njók'ùgàraabá	S	5.
6.	íǝ'èruaba			ányìruruabá	D	6.
7.	óǝìlaabá			éǝ'èelemaaba	D	7.
8.	àmùrughílaabá			ìbìlaabá	S	8.
9.	ígáǝ'aaba			ányìagàghìǝ'aaba	S	9.
10.	àgáñhàmaaba			èrúbèghìmaabá	D	10.
40.	Oral Response	high high	or	low high	(with respect to the last two syllables)	
	Written Response	"	or	"		
1.	ányìǝ'eraabá				LH	1.
2.	ínòneezhí				LH	2.
3.	írèezhì				HH	3.
4.	éèleezhì				HH	4.
5.	ágálaaba				HH	5.
6.	éǝ'èrèñhaabá				LH	6.
7.	ébìmneezhí				LH	7.
8.	èǝ'èñhàaba				HH	8.
9.	ówùezhì				HH	9.
10.	ónònaabá				LH	10.

41.	Oral Response	high high or low high	(with respect to the last two syllables)
	Written Response	“ or ”	
1.	érùrumoqlú	I reached Orlu	LH 1.
2.	óshishí	tree	HH 2.
3.	áfùtá	if one comes out	LH 3.
4.	ógàraoqj	He went again.	LH 4.
5.	ífùáhya	to make a debut	HH 5.
6.	ógàraáhyaàagá	He really went to this market.	LH 6.
7.	ít'éele	Good morning.	HH 7.
8.	p'ènaannó	4 pence	LH 8.
9.	kàlabá	Calabar	LH 9.
10.	íc'áac'a	to be ripe	HH 10.

You have finished section E. If you have been giving oral responses repeat section E writing your responses.

Section F

42.	Oral Response	'same' or 'different'	(with respect to the last two syllables)
	Written Response	S or D	
1.	ój'èraáhya	ógìíj'áahya	S 1.
2.	j'èáahya	óbyàrajáahya	S 2.
3.	zùrúahya	ózùraáhya	D 3.
4.	ógìígaáhya	gaáhya	D 4.
5.	ówùahya	ádìhãháahya	S 5.
6.	nhýaahya	éj'èmaáhya	D 6.
7.	úyòmdilàahya	ólàagáahya	D 7.
8.	àgáhãmaahya	ódìlàahya	S 8.

BASIC COURSE

9.	únùnaazúahya'	únùgììzúahya	D	9.
10.	ácòròmììgaahya'	ácòròmììgaahya'	D	10.
43.	Oral Response	'same' or 'different'	(with respect to the last two syllables)	
	Written Response	S or D		
1.	ózùreépe	zùrùepè	D	1.
2.	ényèřemeépe	ógììrèepe	S	2.
3.	ówèepe	ánàñhaazùepè	D	3.
4.	rèeepe	órèeleepè	S	4.
5.	àgághììrèepe	ànághììmaarèepè	D	5.
6.	zùtèepè	ìrèreepe	D	6.
7.	yàreeepè	méèreekweepè	S	7.
8.	ányìrèreepe	ányìnaarèepè	D	8.
9.	ógàrazùtèepè	ógàrazùòròmèepe	D	9.
10.	únùgììrèepe	òṅwèřeepe	S	10.
44.	Oral Response	high high or high mid	(with respect to the last two syllables)	
	Written Response	" or "		
1.	ólàagáahya'		HM	1.
2.	ózùureépe		HH	2.
3.	ówùahya		HH	3.
4.	zùtèepè		HM	4.
5.	j'èáahya'		HM	5.
6.	òṅwèřeepe		HH	6.
7.	ánàmaarèepè		HM	7.
8.	ót'èregaahya'		HM	8.

9.	ówéepe		HH	9.
10.	ányìnónáahya		HH	10.
45.	Oral Response	high high or high mid	(with respect to	
	Written Response	" or "	the last two syllables)	
1.	óshishí	tree	HH	1.
2.	ámaakò	name of a male person	HM	2.
3.	̀̀jókù	name of a male person	HM	3.
4.	ákwukwò	book	HH	4.
5.	gáahyá	go to market!	HM	5.
6.	ìgághì	you won't ----	HM	6.
7.	ìtéghete	nine	HH	7.
8.	àsátò	eight	HM	8.
9.	àbùò	two	HM	9.
10.	úkwuluukwu	enormous	HH	10.

You have finished section F. If you have been responding orally, repeat section F writing your responses.

Section G

46.	Oral Response	'same' or 'different'	(with respect to	
	Written Response	S or D	the last two syllables)	
1.	órèreakw'á	réèák'w'á	D	1.
2.	ányìgìízzùakw'á	ánùònamáakw'á	S	2.
3.	ìñùakw'á	ñùòák'w'á	D	3.
4.	óràraakw'á	šááák'w'á	D	4.
5.	yákwùòák'w'á	òšàraakw'á	D	5.

BASIC COURSE

6.	wèréákẁ'a	zùóákẁ'a	S	6.
7.	óshíelaákẁ'a	ányíerǵwéghíakẁ'a	D	7.
8.	zùtáákẁ'a	ányíarǵúǵnaákẁ'a	S	8.
9.	shìwéákẁ'a	èréhāmaakẁ'a	D	9.
10.	únùǵwéfaakẁ'a	yáwǵrǵákẁ'a	D	10.
47.	Oral Response	'same' or 'different'	(with respect to the last two syllables)	
	Written Response	S or D		
1.	zùóáǵǵ	íréǵǵ	D	1.
2.	óréelaǵǵ	ǵúóáǵǵ	S	2.
3.	éréelemaǵǵ	ówǵǵ	S	3.
4.	wètááǵǵ	íráǵǵ	D	4.
5.	zùtááǵǵ	íríǵǵ	D	5.
6.	íkwǵǵ	ányíkwǵrǵǵ	S	6.
7.	wéréǵǵ	arǵhāmaǵǵ	D	7.
8.	òdíǵhíǵǵ	kwúóáǵǵ	D	8.
9.	arǵúólamǵǵ	óǵííǵǵ	S	9.
10.	óǵúóǵnaǵǵ	òréhāǵǵ	D	10.
48.	Oral Response	high high or mid high	(with respect to the last two syllables)	
	Written Response	" or "		
1.	íréákẁ'a		HH	1.
2.	ǵùóáǵǵ		MH	2.
3.	rééákẁ'a		MH	3.
4.	arǵúónamaákẁ'a		HH	4.
5.	wètááǵǵ		MH	5.

6.	ányịerwéghịannọ	HH	6.
7.	éréréremáakw'á	HH	7.
8.	ọ̀nụ̀onaánnọ	MH	8.
9.	íríannọ	HH	9.
10.	ṣáṣák'w'á	MH	10.

49. Oral Response high high, low high or mid high (with respect to the
Written Response " , " or " last two syllables)

1.	ị́ṣéézhị	HH	1.
2.	ọ̀dị́leezhí	LH	2.
3.	ọ̀zàreezhí	LH	3.
4.	ṣáéézhị	MH	4.
5.	ọ̀ṣá́féezhị	HH	5.
6.	ọ̀wụ́ezhị	HH	6.
7.	fùt́éézhị	MH	7.
8.	áfùt́arameezhí	LH	8.
9.	zàéézhị	MH	9.
10.	ọ̀gị́íṣ́éézhị	HH	10.

You have finished section G. If you have been responding orally, repeat section G writing your responses.

Section H

50. Oral Response high mid or high low (with respect to
Written Response " or " the last two syllables)

1.	ámaakọ́	HM	1.
2.	ọ̀kúkọ́	HL	2.

BASIC COURSE

3.	òpópò	HL	3.
4.	òlée	HM	4.
5.	ág'uyù	HM	5.
6.	m̀bòsì	HL	6.
7.	àsáṭò	HM	7.
8.	ìshíí	HL	8.
9.	̀̀jókù	HM	9.
10.	àsáà	HL	10.

You have finished section H. If you responded orally repeat section H writing your responses.

Section I

51.	Oral Response	high low	or	low low	(with respect to the last two syllables)
	Written Response	“	or	“	
1.	cínyèfè			LL	1.
2.	ùgbúa			HL	2.
3.	òkúkò			HL	3.
4.	écìce			LL	4.
5.	úmùáhyà			HL	5.
6.	òwere			LL	6.
7.	únèfè			LL	7.
8.	òpópò			HL	8.
9.	ífùṭa			LL	9.
10.	íkèle			LL	10.

You have finished section I. If you responded only orally repeat the exercise writing your responses.

In sections J, K, L, M, and N you are expected to respond only to the first two syllables of longer utterances.

Section J

52.	Oral Response	'same' or 'different'	(with respect to the first two syllables)
	Written Response	S or D	
1.	m̃wéře	m̃wéře	D 1.
2.	m̃saã	m̃kwuq	S 2.
3.	m̃kwe	m̃wuq	S 3.

53.	Oral Response	high high or low high	(with respect to the first two syllables)
	Written Response	“ or ”	
1.	ànyáàsü		LH 1.
2.	élekere		HH 2.
3.	tòmátò		LH 3.
4.	òpópò		LH 4.
5.	ṛwóok'ò		HH 5.
6.	úgutà		HH 6.
7.	ìgbúrü		LH 7.
8.	ámaakò		HH 8.
9.	ìshíì		LH 9.
10.	énugwĩ'ù		HH 10.

Section K

54.	Oral Response	'same' or 'different'	(with respect to the first two syllables)
	Written Response	S or D	
1.	ògara	ògághì	D 1.

BASIC COURSE

2.	ìj'eáhya	ìj'ěháahya	D	2.
3.	mgííga	ògííga	S	3.
4.	òvúháivu	ònóghílaahya	S	4.
5.	òṅwere	òṅwére	D	5.
55.	Oral Response	low low or low high	(with respect to the first two syllables)	
	Written Response	“ or ”		
1.	ògíígaahya		LL	1.
2.	òṅúrúmmí		LH	2.
3.	ìṅwéfeik'e		LH	3.
4.	òdíghì		LH	4.
5.	ùnunúrúṅkwu		LL	5.
6.	èj'ěhámaaba		LH	6.
7.	ànághímaanúmmíí		LH	7.
8.	ìlaalúuyò		LL	8.
9.	ìgághíivùṭeivu		LH	9.
10.	ùnuwetareég'o		LL	10.

Section L

56.	Oral Response	high high or high mid	(with respect to the first two syllables)	
	Written Response	“ or ”		
1.	íshim	my head	HH	1.
2.	ínyéjì	to give yams	HM	2.
3.	yáyuyò	if he returns home	HH	3.
4.	bíkòní	please you (pl.)	HM	4.
5.	hýédìkà	about	HM	5.

6.	láani	only, alone	HH	6.
7.	ákaghí	your hand	HH	7.
8.	ízùc'a	to finish buying	HM	8.
9.	gíleézhi	if you go home	HH	9.
10.	ík'end'ù	Ndu's strength	HH	10.

Section M

57.	Oral Response	high mid	or	high low	(with respect to
	Written Response	"	or	"	the first two
					syllables)
1.	ṛwáñne			HM	1.
2.	íwèṭa			HL	2.
3.	ípàṭa			HM	3.
4.	ígáfè			HM	4.
5.	nzùkó			HL	5.
6.	nnám			HL	6.
7.	ígáahya			HM	7.
8.	ókwwùrù			HL	8.
9.	nsògbú			HL	9.
10.	ìhàfù			HL	10.

Section N

58.	Oral Response	high low	or	low low	(with respect to
	Written Response	"	or	"	the first two
					syllables)
1.	òwere			LL	1.
2.	écìce			HL	2.
3.	òbodo			LL	3.
4.	ṛwáànyí			HL	4.

BASIC COURSE

5.	ák'ùk'u	HL	5.
6.	ájwùrụ	HL	6.
7.	ògara	LL	7.
8.	èbelém̀m̀ĩĩ	LL	8.
9.	kàlabá	LL	9.
10.	únèře	HL	10.

In sections O, P, Q, R, and S you are asked to identify three syllable patterns.

Section O

59.	Oral Response	high high high	or	high high mid
	Written Response	'''	or	'''
1.	mkpurụ		HHM	1.
2.	ík'ekwe	if possible	HHH	2.
3.	ótụtụ	plenty	HHH	3.
4.	ṅwóok'ò	male,	HHM	4.
5.	íshim	my head	HHM	5.
6.	mmafa	if I know	HHH	6.
7.	jíqma	good yam	HHH	7.
8.	ákafĩ	right hand	HHM	8.
9.	óřųghĩ	your farm	HHM	9.
10.	ányıyọ	if we return	HHH	10.

Section P

60.	Oral Response	high high high	or	high mid high	
	Written Response	'''	or	'''	
1.	ákwúkwọ			HHH	1.
2.	óńúrụ			HMH	2.
3.	íríří			HMH	3.
4.	yáńụọ			HHH	4.
5.	íméžhí			HMH	5.
6.	írúwe			HMH	6.
7.	gízúrụ			HHH	7.
8.	ńgwánị			HMH	8.
9.	óshíshí			HHH	9.
10.	íkpeyọ			HHH	10.

Section Q

61.	Oral Response	high high mid	or	high mid high	
	Written Response	'''	or	'''	
1.	íkwúshí			HMH	1.
2.	óhụọ			HHM	2.
3.	ńwáńne			HMH	3.
4.	ígbázhí			HMH	4.
5.	gíhụyá			HHM	5.
6.	ízùí			HMH	6.
7.	yáńyejí			HHM	7.
8.	ámakọ			HHM	8.
9.	ízúrụ			HMH	9.
10.	énugw'ù			HHM	10.

BASIC COURSE

Section R

62.	Oral Response	Low high high	or	low high mid		
	Written Response	'''	or	'''		
1.	ìgbùrù			LHH		1.
2.	àsátò			LHM		2.
3.	ìsáǎa			LHH		3.
4.	ònyéwù			LHM		4.
5.	òcéghe			LHH		5.
6.	n̄jókù			LHM		6.
7.	pàpáyà			LHM		7.
8.	òléè			LHM		8.
9.	ìṣwéfe			LHH		9.
10.	̀nsúka			LHM		10.

Section S

63.	Oral Response	identify three syllable patterns					
	Written Response	"	"	"	"		
1.	òṣwéfe				LHH		1.
2.	ác'òrom				HLL		2.
3.	ìkòjì				HLH		3.
4.	gàwánì				LHH		4.
5.	ìfùṭa				HLL		5.
6.	òbodo				LLL		6.
7.	ágàla				HMH		7.
8.	̀mmad'ù				HHL		8.
9.	òléè				LHM		9.
10.	ìrùwe				HMH		10.

64.	Oral Response	identify three syllable patterns			
	Written Response	"	"	"	"
1.	ùgbúa			LHL	1.
2.	ényim			HLH	2.
3.	ák'ùk'ụ			HLL	3.
4.	ákwukwọ			HHH	4.
5.	òdíghị			LHL	5.
6.	àmághịm----			LHM	6.
7.	gáfée			HLH	7.
8.	íkèle			HLL	8.
9.	òkúkò			LHL	9.
10.	mífìkì			HLL	10.

65.	Oral Response	identify three syllable patterns			
	Written Response	"	"	"	"
1.	áhwám			HLH	1.
2.	òṅweře			LLL	2.
3.	óshishì			HHH	3.
4.	òcọrọ			LLL	4.
5.	ánwùřụ			HLL	5.
6.	hýédìkà			HML	6.
7.	ngáà			LHL	7.
8.	únèře			HLL	8.
9.	òpópò			LHL	9.
10.	ìgáfè			HML	10.

BASIC COURSE

Section T

66.	Oral Response	'same' or 'different'	(with regard to the entire tone pattern)
	Written Response	S or D	
1.	àmùrughí	ámùrughí	D 1.
2.	áyòrúyá	áyòrúyá	S 2.
3.	ìkòrójí	íkòrójí	D 3.
4.	òzaríyá	òzaríyá	S 4.
5.	òzùrújí	òzùrújí	D 5.
6.	òkòrójí	òkòrójí	S 6.
7.	àyorúyá	áyòrúyá	D 7.
8.	òzaríyá	òzàrìyá	D 8.
9.	òzùrújí	òzùrújí	S 9.
10.	ámùrughí	ámùrughí	S 10.

Section U

67.	Oral Response	'same' or 'different'	(with respect to tone patterns only)
	Written Response	S or D	
1.	ìt'éele	kèghíkwení	S 1.
2.	ég'oòle	naak'ùk'u	D 2.
3.	ìfùtála	ìj'eóřu	S 3.
4.	wètáram	òwúgírì	S 4.
5.	óbyaala	ényìányì	D 5.
6.	zùrúwanì	òwúgírì	D 6.
7.	ìnyúgírì	íkùmířì	S 7.
8.	íméene	ímátìya	S 8.

9.	ìgàkwàṅ	òmegheké	D	9.
10.	ìhùdòktò	íriedè	S	10.

Section V

68.	Oral Response	identify four syllable patterns		
	Written Response	"" or ""		
1.	ìfúwàna	LHHH		1.
2.	ìnòdìla	LLHH		2.
3.	ìyowála	LLHH		3.
4.	ìgáwala	LHHH		4.
5.	ìshíwele	LHHH		5.
6.	ìfùtála	LLHH		6.
7.	ìzúwala	LHHH		7.
8.	ìfúwála	LLHH		8.
9.	ìláwala	LHHH		9.
10.	ìkòwála	LLHH		10.
69.	Oral Response	identify four syllable patterns		
	Written Response	" " " "		
1.	ìt'éele	LHHH		1.
2.	ìfùtála	LLHH		2.
3.	àhùghịà	LHHL		3.
4.	ádìmmà	HLHM		4.
5.	kèghíkwen	LHHH		5.
6.	íméene	HMHH		6.
7.	íméwēne	LHHH		7.
8.	ényiàny	HMMH		8.

BASIC COURSE

9.	íshíik'e		HMHH	9.
10.	òwúgírì		LHHM	10.
70.	Oral Response	identify four syllable patterns		
	Written Response	" " " "		
1.	ìj'eóǫ		LLHH	1.
2.	gínwàkwanu		HLLL	2.
3.	ímàtíya		HMHH	3.
4.	íkumífi		HMHM	4.
5.	íkòédè		HLHL	5.
6.	ég'oóle		HHMH	6.
7.	íhùdòktò		HMHL	7.
8.	p'énìannó		HLLH	8.
9.	éj'èmmífi		HLHM	9.
10.	òlééhýe		LHHM	10.
71.	Oral Response	identify four syllable patterns		
	Written Response	" " " "		
1.	ónyekeè		HHHL	1.
2.	írièdè		HMHL	2.
3.	òmegheké		LLLH	3.
4.	óbyáala		HMHH	4.
5.	yábyaahya		HHHM	5.
6.	ínwéik'e		HMHH	6.
7.	òléébe		LHHM	7.
8.	láak'ùkú		HHLL	8.
9.	ébeuyò		HHHL	9.
10.	ìgakwaní		LLLL	10.

72.	Oral Response	identify four syllable patterns		
	Written Response	"	"	"
1.	ìṅùmířì		HMHM	1.
2.	kàícòrò		LHLL	2.
3.	wètáram		LHHM	3.
4.	ídímma		HMHH	4.
5.	àmurughí		LLLH	5.
6.	ízùakw'á		HMHH	6.
7.	ífùezhí		HLLH	7.
8.	íśáakwà		HMHL	8.
9.	zùrúwaní		LHHH	9.
10.	ndéewó		LHLH	10.

Section W

73.	Oral Response	'same' or 'different'	(with respect only to tone)
	Written Response	S or D	
1.	wètákwaram	ìřùwánaé	S 1.
2.	éwélííwe	áláwalam	D 2.
3.	ókògheédè	p'éniasáà	S 3.
4.	ázùghamnhýe	éj'èmaáhya	S 4.
5.	ékèlelem	òmeghegírì	D 5.
6.	òṅùghamířì	íg'ùakwukwò	D 6.
7.	éj'èmaáhya	ánòmnaáhya	D 7.
8.	éwélííwe	íg'ùakwukwò	S 8.
9.	áláwalam	òṅùghamířì	S 9.
10.	ányìdímma	ókògheédè	D 10.

BASIC COURSE

Section X

74.	Oral Response	identify five syllable patterns			
	Written Response	"	"	"	"
1.	éj'èmaáhya			HLLHH	1.
2.	wètákwaram			LHHHM	2.
3.	èrúwanaé			LHHHM	3.
4.	ókògheédè			HLLHL	4.
5.	ányìdímà			HLLHM	5.
6.	áláwalam			HMHHM	6.
7.	p'énàasáà			HLLHL	7.
8.	òṅùghamífi			HMHHM	8.
9.	wèrénleg'ò			LHHHM	9.
10.	òmeghegírì			LLLHM	10.
75.	Oral Response	identify five syllable patterns			
	Written Response	"	"	"	"
1.	ánòmnaáhya			HLHHH	1.
2.	ázùghamnhýe			HLLHH	2.
3.	ndìogòm			HHHLH	3.
4.	pósòófìsì			HLHLL	4.
5.	éwèlììwe			HMHHH	5.
6.	ékèlelem			HLLLH	6.
7.	ínònúuyò			HLHHL	7.
8.	fiènyaàsù			HMHLL	8.
9.	íg'ùakwùkwò			HMHHH	9.
10.	íkèlènd'ù			HLLHL	10.

BASIC COURSE

PARTS II and III

UNITS 1 - 30

<u>Pronunciation</u>		<u>Structure</u>
	-A-	
ít'è		(H) ¹
ìt'éele		ì-t'ée-le
	-B-	
ée		
ífù		(L) ¹
-ṭa/-ṭe		('adverbial suffix) ²
ífùṭa		(L +) ¹
ée ìfùṭála		ée ì-fùṭá-la
	-A-	
àhụ		
ghị/ghí/gị/gí		('independent pronoun')
-à/-è		(suffix) ²
àhụghaa		àhụ-ghị-à
	-B-	
ịdị		(HL) ¹
-m/-mụ		(pronoun suffix) ²
ádịm		á-dị-m
mma/mma		
ádịmma		á-dị-m-mma

Basic Sentences

<u>Spelling</u>	<u>English</u>
-A-	
ite	to awaken
I teelee?	Good morning. ('Have you awakened?')
-B-	
e	yes
ifu	to go out
-ta	-motion toward, action reaching its goal
ifuta	to come out
E, 1 futala?	Good morning. ('Have you come out?')
-A-	
ahu	body
gi/ghi	you (singular)
-a	this
Ahu gi a?	How are you? ('Your health?')
-B-	
idi	to be (state, condition or permanent place)
m	I
adi m	I am
nma	a well one, a good one
Adi m nma.	I'm fine.

ṅke/kè	
kèghí	kè-ghí
-kwé/-kwá	(conjunctive adverbial suffix)
-ní/-nị/-nú/-nụ	(conjunctive adverbial suffix)
kwénị/kwánị	kwé + nị/kwá + nị
kèghíkwenị	kè-ghí-kwe-nị
	-A-
ó-/ó-	(pronoun prefix)
ódìmnà	ó-dì-mná
ìj'è	
nà-/là-/ná-/lá- ³	(preposition)
òléé	
ìj'elooléé	ì-j'è-la-olée
	-B-
ìcò	
ácòròm	á-còro-m
ìgà	
ácòròmììgàahya	á-còrò-mụ-ìgà-ahya
	-A-
-we/-wa/-wè/-wá	(adverbial suffix 'inceptive')
gàwánị	gàwá-nị
	-B-
ódìmnà	ó-dì-mná

nke	that, the one, of
ke gi	yours
-kwe	and, too, also
-ni	then, in that case
kweni	and then - (in response to a previous utterance)
Ke ghi kweni?	And yours?
-A-	
o/q	he, she, it
Q di nma.	(It is) fine.
ije	to be en route to, to go (to)
na	in, on, at, to
ole	which? what?
Ije n'olee?	Where are you going? ('You en route to which (place)')
-B-	
icq/ichq	to want
acqro m	I want
iga	to go
Acqro m iga ahia.	I want to go to market.
-A-	
-we/-wa/-nwe/-nwa	start to ----
Gawani.	Goodbye. ('Go along then.')
-B-	
Q di nma.	Fine.

Footnotes

¹These formulae refer to the tone class of these verbs--which will be explained below.

²Affixes, which cannot occur alone, are not pronounced separately in build-ups.

³The tone of the preposition na/la is the same as the tone of the following syllable.

Note 1.1 The Writing Systems of Igbo and the Transcription Here Employed:

Unfortunately Igbo does not have a single generally accepted orthography. The two systems in use differ primarily in the number of vowel symbols used ('old' orthography uses six, 'new' orthography eight). Furthermore, the tendency has been to write in terms of the Onitsha dialect. This dialect has a number of differences from the Central dialect and lacks several phonemes which the latter has.

Furthermore, neither writing system employs any sign for nasalization of vowels or consonants, or for aspiration. Similarly several letters in common orthographies stand for several different phonemes, doubled sounds are often written single and an apostrophe is irregularly used to represent assimilations. In addition these orthographies fail to mark tone.

For all these reasons it is necessary to employ in these units a transcription to represent the pronunciation of Igbo. An effort is made in this transcription both to represent all the phonemes of the language and to keep as close as possible to the appearance of written Igbo as the student may later encounter it. This latter criterion causes departure from the 'one phoneme, one letter' principle - a number of phonemes are written with di-graphs.

The alphabet most commonly encountered in Igbo written materials and used in the 'spelling' column of these units is as follows:

a, b, gb (b), d, e, f, g, gh, h, i, j, k, l, m, n,
 ŋ (ñ), o, q, p, kp, r, s, sh, t, u, v, w, y, z, ch (c)
 gw, kw, nw, ny

The 'new' orthography occasionally seen employs also the letters ε (for /e/), Ϸ (for /y/), ϱ (for /q/) and consistently employs c instead of ch and gb instead of b.

The alphabet used in these lessons employs the sign /' / for aspiration and sub-script marks /, / to represent other departures from the value of the letters in the above alphabet. Our alphabet is thus:

a, b, b', gb, d, d', e, f, g, g', gh, h, i, i', j, j',
 k, k', l, m, n, ŋ, o, q, p, p', k , r, s, sh, t, t',
 ṭ, u, u, v, w, y, z, zh, c, c', gw, gw', hw, kw, kw',
 ŋw, ny

Also employed are the following signs:

- /~/ - Nasalization - placed over the first phoneme of a nasalized syllable, i.e. /ĩ/. If a syllable commences with a digraph (/kw/ etc.) or a consonant cluster (/hy/ etc.) the nasalization mark is placed over the lower consonant letter, i.e. /kĩa/, /hĩe/, /šhĩ/. If both consonant letters are low, it occurs on the first, /gĩ'u/. Syllables commencing with a nasal consonant /m/, /n/, /ny/, /ŋ/, /ŋw/ are nasalized throughout and are not marked with /~/.
- /ˊ/ - High Tone - placed over the syllabic: /á/, /mˊ/.
- /ˈ/ - Mid Tone - placed over the syllabic: /áˈ/.
- /ˋ/ - Low Tone - placed over the syllabic: /áˋ/.
- /↑/ - Up-step juncture - a juncture consisting of a raising of the pitch level of the entire utterance.
- Space - indicating juncture between phrases.

Tone is marked only where pitch changes - that is, if a syllable has the same pitch as the preceding syllable within a phrase, no tone mark is employed. Thus:

áçòròmìjǹùmířì 'I want to drink water.'

represents a phrase in which the first syllable is high, the second, third and fourth low, the fifth high, the sixth lowered but not low (that is mid), the seventh the same pitch as the sixth (here phonemically high) and the last again lowered - mid. Our marking of tone is thus not strictly phonemic. The phrase is phonemically: /áçòròmìjǹùmířì/

Note 1.2 The Phonemes of Igbo:

1.2.1 Vowels:

Igbo has eight vowels in two groups - these groups are the basis for the variations known as 'vowel harmony'.

The eight vowel phonemes are:

High	Front	Back
Close (tense)	ɪ	u
Open (lax)	ɪ̥	ʊ̥
Low		
Close	e	o
Open	a	ɔ̥

The two groups referred to are the Close Group and the Open Group.

Description of the Vowel Phonemes:

- /ɪ/ is a very high, quite tense, front vowel somewhat like the ee of English feet /fiyt/. In the English word there is a glide from the /ɪ/ which we represent by /y/. The Igbo sound is formed without any glide, approximately in the position of the ending point of the English /y/ glide: /íri/ 'to eat'.
- /ɪ̥/ is a high relatively lax front vowel, more open than /ɪ/ and somewhat like the vowel of English fate /feyt/ but without the glide and higher - toward the vowel of fit /fít/: /ídi/ 'to be'.
- /e/ is a lower front relatively tense vowel approximating the vowel of English met /met/ but somewhat higher approaching

the vowel of fate, but, of course, unglided: /éde/ 'coco
yam'.

/a/ is a low more central vowel and is quite lax - much like the vowel of English hot /hat/ but not quite as far back in the mouth. Actually this sound can be approximated by producing a vowel between that of hot and that of hat: /àla/ 'earth, down, country'.

The following back vowels are rounded. Rounding in Igbo is not a pursing of the lips into a fully circular shape but rather a tension producing a more oval shaped opening.

/u/ is a back high rounded vowel higher and more tense than any English vowel. It approximates the vowel sound of English boot /buwt/ but is not glided, being more like the end of the /w/ glide than any other part of that sound: /úyò/ 'house', /írù/ 'to reach' /únù/ 'you (plural)'.

/ɯ/ is a back rounded vowel more lax and more central than /u/. It approximates the vowel sound of English soot /sut/ but is higher and a little more forward in the mouth: /íkù/ 'to sow' /ívù/ 'to dig out'.

/o/ is a back rounded vowel lower than /ɯ/ and quite tense. It approximates the vowel of English oats /owts/ but is unglided and exhibits a much flatter rounding of the lips than does the English sound: /úyò/ 'house', /ókwa/ 'speech', /ég'ò/ 'money'.

/ɔ/ is a back rounded lax vowel considerably lower than /o/ and much like the English vowel in caught /kɔt/: /ò dì/ 'he is' /dòktò/ 'physician', /ákwa kwò/ 'book, paper'.

1.2.2 Consonant Phonemes:

/p/ is an unaspirated sound much like the English p in spot: /épe/ 'orange' /òpí/ 'pipe'.

/p'/ is a strongly aspirated sound much like the p of English pit but more strongly aspirate: /íp'yá/ 'to whip' /p'èni/ 'penny'.

- /b/ is an unaspirated bilabial stop much like the English b in able: /ɪbá/ 'to grow rich', /ùbé/ 'a cry'.
- /b'/ is a strongly aspirated bilabial voiced stop much like the b in English bet but more strongly aspirated than any English b: /ɪb'á/ 'to scold', /ùb'é/ 'a pear'.
- /t/ is an unaspirated alveolar voiceless stop much like the t in English stop: /ité/ 'to boil soup'.
- /t'/ is an aspirated alveolar voiceless stop much like the t in tin but more strongly aspirate: /ít'è/ 'to wake up'.
- /d/ is an unaspirated voiced alveolar stop much like the English d in do: /ùdɔ/ 'rope', /ɪdù/ 'to follow'.
- /d'/ is an aspirated voiced alveolar stop which is, however, frequently to be heard as a voiceless variant made by a flap of the tongue against the alveolar ridge accompanied by heavy aspiration: /ùd'ɔ/ 'noise, racket', /ɪd'ù/ 'to sew'.
- /c/ is a voiceless alveolo-palatal affricated stop much like the consonant sound of English itch: /ícè/ 'to think'.
- /c'/ is a strongly aspirated voiceless alveolo-palatal affricated stop much like the first ch in church but more strongly aspirated: /íc'è/ 'different'.
- /j/ is a voiced alveolo-palatal affricated stop much like the dg of English bridge: /íjè/ 'to imitate'.
- /j'/ is a strongly aspirated voiced alveolo-palatal affricated stop much like the g of English gist but more strongly aspirated: /íj'è/ 'to go, to travel'.
- /k/ is a voiceless velar unaspirated stop much like the c in English scat: /íkù/ 'to ring, to knock', /íkè/ 'to harvest', /íkè/ 'to divide'.
- /k'/ is a strongly aspirated voiceless velar stop much like the k in English kill but more aspirated: /ík'ù/ 'to sow', /ík'è/ 'to tie up', /ík'è/ 'bottom'.
- /g/ is an unaspirated voiced velar stop much like the g of ago: /íga/ 'to go', /ígù/ 'to pull out of water'.

- /g'/ is a strongly aspirated voiced velar stop much like the g of get but more aspirate: /íg'á/ 'to grow', /íg'ù/ 'to count'.
- /kw/ is a voiceless unaspirated labialized (lip-rounded) velar stop much like the qu in squall: /íkwè/ 'to agree'.
- /kw'/ is a strongly aspirated voiceless labialized velar stop somewhat like the qu in quit but more aspirate: /íkw'è/ 'to have a miscarriage'.
- /gw/ is an unaspirated voiced labialized velar stop somewhat like the gw of Gwen: /ígwá/ 'to tell'.
- /gw'/ is a strongly aspirated voiced labialized velar stop with no near English equivalent: /énugw'ù/ 'Enugu (city)'.
- /gb/ is an ingressive voiced bi-labial stop unlike anything in English or familiar European languages. It is formed by a closure of the lips followed by a lowering of the glottis (with the vocal chords vibrating) forming a vacuum in the mouth cavity. When the sound is released air is sucked in through the lips with a slight bi-labial friction making a w-like glide: /égbè/ 'gun'.
- /kp/ is an implosive glottalized bi-labial voiceless stop, resembling /gb/ but formed by closure of the glottis and the lips simultaneously. Lowering of the closed glottis produces a vacuum in the mouth cavity followed with a sharply implosive release: /íkpa/ 'to gather', /àkpa/ 'bag', /ékpo/ 'gong'.
- /t/ is an alveolar implosive voiceless stop resembling nothing in English. It is formed by making a closure like that for /t/ or /d/ and simultaneously a closure of the glottis, the lowering of which produces a vacuum so that air is sucked in when the tongue closure is released: /àt'ó/ 'three', /íft'ù/ 'to come out'. The release has voicing - here non-contrastive.
- /ʔ/ a glottal stop which need be written only when it occurs medially as in some exclamations: /éʔè/ 'no'.
- /m/ is a bilabial nasal much like English /m/. It occurs in initial position as a syllabic homorganic with a following /m/, /p/, /b/, /kp/ or /gb/: /éj'èm/ 'I'm going', /ńma/ 'good'.

- /n/ is an alveolar nasal much like English /n/ but farther forward against the teeth. /n/ occurs as a syllabic in initial position before consonants (in which position there is no contrast between /n/, /ny/ and /ŋ/): /nà/ 'and', /'nnà/ 'father'.
- /ny/ is a palatal nasal resembling the /ny/ of English canyon. As a syllabic before palatal stops it is written n: /'ényi/ 'friend', /'ónye/ 'person', /'njókù/ (a proper name).
- /ŋ/ is a velar nasal like the ng of sing. We write the syllabic before velar stops /ŋ/: ñga 'place, spot', /'íñù/ 'to drink', /'ñkwù/ 'oil palm'.
- /ŋw/ a labialized velar nasal which does not occur as a syllabic (hence is probably to be interpreted as a cluster of /ŋ/ plus /w/): /'íŋwè/ 'to have', /'ŋwóke/ 'male', /'ŋŋwáànyí/ 'woman'.
- /f/ is a voiceless labio-dental fricative much like English /f/: /'ífù/ 'to go out'.
- /v/ is a voiced labio-dental fricative much like English /v/: /'ívù/ 'to dig out'.
- /s/ is a voiceless alveolar grooved fricative much like English /s/: /'àsáà/ 'seven'.
- /z/ is a voiced alveolar grooved fricative much like English /z/: /'úzò/ 'road', /'ízù/ 'to buy'.
- /sh/ is a voiceless palatal fricative much like the sh of English shame: /'shínì/ 'shilling'.
- /zh/ is a voiced palatal fricative much like the ge of English beige: /'èzhí/ 'compound, yard, household'.
- /gh/ is a voiced velar fricative unlike any English sound. It is formed by a near closure between the back of the tongue and the velum with weak friction: /'ghí/ 'you (singular)'.
- /h/ is a voiceless pharyngeal fricative much like the English h in hold but with more friction: /'áhù/ 'body'.
- /hw/ is a voiceless labialized pharyngeal fricative much like the sound used by some English speakers in when or where: /'áhwà/ 'name'.

- /r/ is a flap of the tongue against the alveolar ridge close behind the upper teeth - quite unlike English /r/ but resembling the common American pronunciation of the t in water. There is a slight hint of a lateral release of this sound with a result that it often sounds to American ears like an l of some kind: /'iri/ 'to eat'.
- /l/ is an alveolar lateral much like English /l/: /òléé/ 'what, which'.
- /w/ is a labial glide much like English /w/: /gàwán/ 'go along then'.
- /y/ is a palatal glide much like English /y/: /úyò/ 'house'.

Note 1.3 Tone:

Every syllable in Igbo has a pitch known as its tone. The actual absolute pitch of syllables, of course, varies with different speakers, styles of speaking and different positions in a phrase. What is important to the system of Igbo is the pitch of a syllable relative to that of adjacent syllables.

Igbo has three significant relative pitch levels - tones:

High / ' /

Mid / ' /

Low / ` /

Following silence (at the beginning of a tone phrase) the first tone of the phrase is high or low:

/íj'è/ 'you are going' /ìj'e/ 'are you going'

After a low tone the tone of the next syllable may be low (same as the preceding syllable) or high. High tone following low tone is never as high as a preceding high tone:

/ìj'e/ 'are you going?' /àhù/ 'body, health'

After any non-low tone the ensuing tone may be one of three possibilities: equally high: /áhya/ 'market'; low: /dóktò/ 'physician'; or somewhat lower - that is mid: /ít'è/. Mid tone

thus follows either high or mid tone as a step down from the preceding, but does not follow low tone.

In an Igbo phrase, then, there is a pattern of pitch levels declining throughout the phrase - not steadily but in steps - each time the pitch goes from low to high the new high is a step lower than a former high. Similarly one or more mid tones may occur producing with each a step down from the previous tone. Igbo is thus a 'terraced tone language', as are a number of other African languages.

Changes of tone pattern from the 'basic' tone of an Igbo word are frequent and usually indicate something about the grammatical structure.

Note 1.4

a) Compare the forms:

ádìmmá	'I'm fine.'
òdìmmá	'It is fine.'

The portions of these utterances which differ are á---m in the first compared to ò in the second. These portions refer to first and third person singular respectively. We call a- and o- 'pronoun prefixes' and -m a pronoun suffix and we do not mark tone on these forms when we cite them since their tone changes with different types of utterance.

Thus third person 'subject' is represented by a pronoun prefix o (which is pronounced also o in accordance with the rules of vowel harmony).

Similarly first person singular is represented by a pronoun prefix a (or e with different vowel harmony) and by a pronoun suffix m.

Note the first person singular prefix and suffix in:

ácòròmíígbáahya

Here the first person pronoun suffix is /-mí/. Actually this

form represents an 'assimilation' of the vowel of /mɨ/¹ 'I' to the following vowel. The prevalence of such assimilations in Igbo is the principal reason why there are four columns in each dialogue - the left hand column representing the common pronunciation, the left-center column giving an analysis of the utterance in terms of a more basic shape of each unit in the utterance and the right-center column giving the spelling.

The first person 'subject' form, then, is:

a----m or e----m

before following consonants and

a----mɨ- or e----mɨ-

before following vowels (the hyphen indicating assimilation to the following vowel).

The third person subject' form is a pronoun prefix:

o or ɔ

b) Compare the forms:

it'éele 'Have you awakened.'

ɪfɨ́tála 'Have you come out.'

These two forms illustrate the pronoun prefix for 'you' (singular) which corresponds to the independent pronoun form ghí or ghí . In these two utterances these prefixes are low in tone in affirmative questions.

The second person singular subject form is:

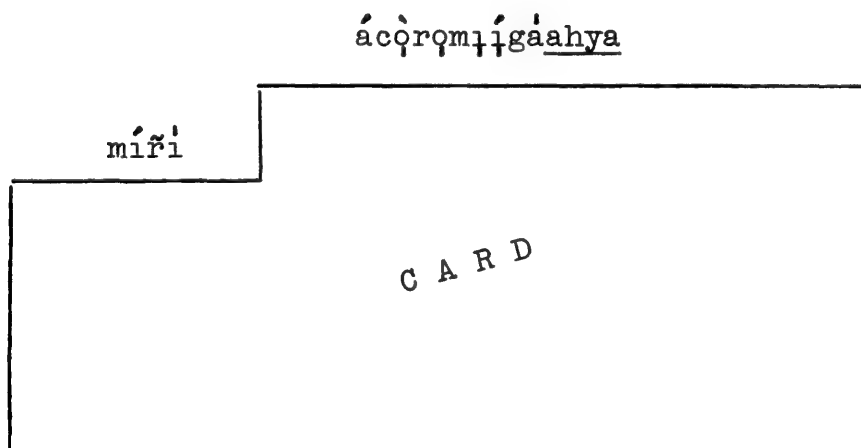
i or ɪ

Instructions for Use of Drills

The drills provided in this course are generally of the pattern - substitution variety. The format of visual presentation

¹When new forms are introduced at any point in these units except in basic dialogues, they are enclosed in boxes.

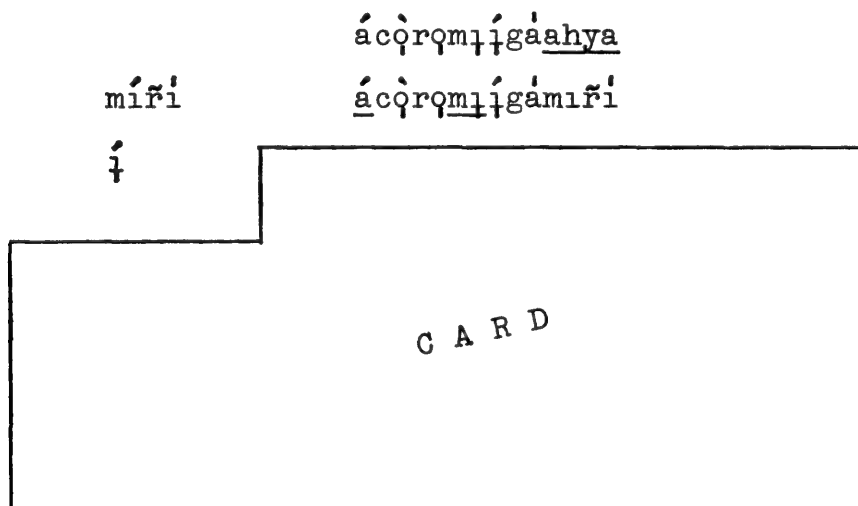
is of two columns (occasionally more) with a 'key word' or phrase on the left, the complete utterance on the right. These columns are so arranged that a 4 x 6 index card suitably notched may be used to cover the response exposing the key word and the pattern sentence thus:



The part of the utterance for which the key word is to be substituted is underlined. Thus in the sentence above, míří is to be substituted for ahya. The student is thus expected to produce the utterance:

áçòròmíìgámíří

After having said this sentence to his or his teacher's satisfaction, the student slips his card down a line thus:



exposing the correct response (which he compares with what he has just uttered), and a new key word, *í*, which he is to substitute, in this example, for a---mí, producing the sentence:

íçòrɪ́ígámíří

This process is continued until the exercise is finished.

In class with a teacher this process is intended to be done completely orally, with the teacher giving the key word orally and the student producing the response without reference to the printed material.

The tapes which accompany the course are designed with sufficient time between the utterances for the student to produce the utterance after the key word is pronounced and also to repeat the utterance after the recorded voice. Thus this drill as done with the tape should go like this:

Tape Voice	<i>ácòrɪ́ígáahya</i>
Student	<i>ácòrɪ́ígáahya</i>
Tape Voice	<i>ácòrɪ́ígáahya</i>
Student	<i>ácòrɪ́ígáahya</i>
Tape Voice	<i>míří</i>
Student	<i>ácòrɪ́ígámíří</i>
Tape Voice	<i>ácòrɪ́ígámíří</i>
Student	<i>ácòrɪ́ígámíří</i>
Tape Voice	<i>í</i>
Student	<i>íçòrɪ́ígámíří</i>
Tape Voice	<i>íçòrɪ́ígámíří</i>
Student	<i>íçòrɪ́ígámíří</i>
Tape Voice	<i>ngáaǎhà</i>
Student	<i>íçòrɪ́ígángáaǎhà</i>
Tape Voice	<i>íçòrɪ́ígángáaǎhà</i>

Student ícòríígańgáńhà
 Tape Voice ó
 etc.

Drill 1.1

Useful words:

yá	'he, she, it' (independent pronoun corresponding to the pronoun prefix <u>o</u> or <u>o</u>)
mú	'I'
òwere	Owerri, the name of a city
míří	water, stream, body of water, rain
ńga	place
áńhà	that
ńgaáńhà	there

a) Variation Drill on a Basic Sentence

	Word or prefix for Substitution - 'Key Word'	Sentence - 'Pattern'	
1.		á-còr <u>o</u> -mú-íga-ahya	á-còr <u>o</u> -mú-íga-ahya
2.	míří (water)	á-còr <u>o</u> -mú-íga-míří	á-còr <u>o</u> -mú-íga-míří
3.	í	í-còr <u>o</u> -íga-míří	í-còr <u>o</u> -íga-míří
4.	ńgaáńhà	í-còr <u>o</u> -íga-ńgaáńhà	í-còr <u>o</u> -íga-ńga-áńhà
5.	ó	ó-còr <u>o</u> -íga-ńgaáńhà	ó-còr <u>o</u> -íga-ńga-áńhà

- | | | | |
|----|---------|-----------------------|------------------------|
| 6. | òwere | ó-còrọ́-í-gà-òwere | ó-còrọ́-í-gà-òwerre |
| 7. | á----mụ | á-còrọ́-mụ-í-gà-òwere | á-còrọ́-mụ-í-gà-òwerre |
| 8. | áhya | á-còrọ́-mụ-í-gà-ahya | á-còrọ́-mụ-í-gà-ahya |

b) Variation Drill on the same sentence with pronoun substitutions given in 'basic' form - the student is to produce the proper pronoun prefix/suffix:

- | | | | |
|----|--------|------------------------|------------------------|
| 1. | | á-còrọ́-mụ-í-gà-ahya | á-còrọ́-mụ-í-gà-ahya |
| 2. | míří | á-còrọ́-mụ-í-gà-míří | á-còrọ́-mụ-í-gà-míří |
| 3. | yá | ó-còrọ́-í-gà-míří | ó-còrọ́-í-gà-míří |
| 4. | òwere | ó-còrọ́-í-gà-òwere | ó-còrọ́-í-gà-òwere |
| 5. | ghí | í-còrọ́-í-gà-òwere | í-còrọ́-í-gà-òwere |
| 6. | ngaañà | í-còrọ́-í-gà-nga-ñà | í-còrọ́-í-gà-nga-ñà |
| 7. | mụ | á-còrọ́-mụ-í-gà-nga-ñà | á-còrọ́-mụ-í-gà-nga-ñà |
| 8. | áhya | á-còrọ́-mụ-í-gà-ahya | á-còrọ́-mụ-í-gà-ahya |

Drill 1.2 Phonetic Drills on Vowels /ɪ/, /ɪ/, /u/ and /u/

a) /ɪ/ initially before various consonants

íbè	to cry	íj'è	to be en route to
íb'ò	to accuse	íkpe	judgement
ìgbo	Igbo	ìrí	ten
ídè	to write	ìsò	five
íd'òwe	to discard	íshí	head
ífè	to pass	íte	pot
ígùzo	to stop	ít'è	to awaken
íghè	to fry	ívu	load
ífé	Ife (place)	íwe	anger
íhù	face	íyí	stream

ízu	week	íkwè	to agree
ízhì	to deliver (message)	ínwè	to have
íce	to await	ínyè	to give
ígwe	bicycle		

b) /ɪ/ finally

íbi	to live	íshì	head
dí	husband	ítìì	to put into
jí	yam	íyì	stream
mířì	water	ózhì	message
p'énì	penny	ényì	friend
írì	to eat		

c) /ɪ/ initially before various consonants

íbò	to break (of day)	ílà	to go home
íb'à	to go in	ímù	to give birth to
ígbà	to run	ínò	to stay
ídì	to be	ípà	to carry
íd'à	to fall	íkpo	to call
ífù	to go out	ířù	to work
ígà	to go	ísì	to say
íg'ù	to read	íshì	to lie
íghà	to lie	ívù	to dig out
íhò	to choose	íwù	to be
íjù	to ask	íyò	to sift
íkò	to cultivate	ízù	to buy
ík'ù	to sow	ícò	to want

í'c'á	to be ripe	í'hwà	to be pleasant
í'gwà	to tell	í'kwù	to pay

d) /ɪ/ finally

í'dí	to be	àshí	a lie
sí	that	n'tàkírí	small
kwání	and then	m'míí	wine
ányí	we	ńkuzhí	teaching

e) /u/ initially

ùb'é	pear	únù	you (plural)
ùgbúa	now	úrù	gain, benefit
údi	Udi (place)	úyò	house
ùjísìhì	nighttime	úkwu	big
únèře	banana		

f) /u/ finally

ńsògbú	trouble	úkwu	big
írù	to reach	ígbù	to kill
únù	you (plural)	íkù	to dip up
ívù	to be fat	tútù	before
júunu	June	ízù	to meet
cúkúwù	God	ígwù	to swim

g) /ʊ/ initially

ùbòcɪ	day	ùkò	scarcity
ùgbò	powered vehicle	ùmù	offspring
ùfódù	some	ùkpa	type, brand
ùghá	falsehood	ùřa	sleep

ùt 'ùt 'ù morning

úzò road

úcó sweet

úc 'á white

úkwù foot, leg

úgwò debt

h) /ù/ finally

ífù to go out

íg 'ù to read

ìhù to see

ìjù to ask

ìkù to knock

ìk 'ù to sow

ìmù to learn

ìnù to hear

ìnyù to drink

ìkpù to entertain

òrù work

ìwù to be

ìzù to buy

ìgwù to finish

ìkwù to pay

Note 1.5 Assimilation

Note these utterances as they appeared in the Pronunciation and Structure columns:

àhùghaa	àhù-ghì-à
òlóót'u	òléé-ot'u
òléébìj'è	òléé-ebe-ì-j'e
j'óót'uqma	j'éé-ot'u-qma

The differences between the representations of these utterances in the right-hand column and in the left are largely matters of vowel assimilation although there is also represented a tendency for a three-vowel sequence to contract to only two in length.

Assimilation is very widespread in Igbo and tends to take place from left to right (on the written page) the first-occurring sound tending to assimilate to the following one.

The above paragraphs speak of a 'tendency' to assimilate since no broad generalizations can cover the varying degrees of assimilation which occur. In general, high vowels assimilate less readily than low ones, with /ì/ rarely assimilated at all. However, this matter of assimilation is not entirely one of phonology since expected assimilations can be observed not to take place for no other apparent reason than that the meaning of the resultant utterance would be ambiguous. Until more research has been done on this matter the student is advised to imitate assimilations as marked in the lessons and heard from the teacher and to note that failure to assimilate correctly marks halting and labored style but does not usually inhibit communication.

Unit II

<u>Pronunciation</u>		<u>Structure</u>
	-A-	
ɪbyá		(HL)
ɪbyála		ɪ-byá-la
	-B-	
kèdú		
ée ↑ kèdú		
	-A-	
ódińmá ↑ àhúghaa		ó-di-ńmá àhú-ghɪ-à
	-B-	
ót 'u/òt 'u		
òlóót 'u		òléé-ot 'u
únù		
ádĩmńmá òlóót 'uunudɪ		á-di-m-ńma oléé-ot 'u-unu-di ¹
	-A-	
ányɪ		
ányɪdĩmńmá		ányɪ-di-ńmá
ǫřɪ		
ìj 'ǫǫřɪ		ì-j 'e-ǫřɪ
	-B-	
ée ↑ éj 'emǫǫřɪ		ee é-j 'è-mɪ-ǫřɪ
ɲwà		
gɪɲwà		gɪ-ɲwà
ébe		

Basic Sentence

<u>Spelling</u>	<u>English</u>
	-A-
ibia	to come
I biala?	Greetings. ('Have you come?')
	-B-
kedu?	how? hello, how are you?
E kedu?	Yes, how are you?
	-A-
Ọ di nma. Ahu gị a?	(It's) fine. How are you?
	-B-
otu	manner, condition
ole otu	how? in what manner?
unu	you - plural
Adi m nma. Ole otu unu	I'm fine. How are [all of]
di?	you?
	-A-
anyị	we
Anyị di nma.	We're well.
ọru/ọlu	work, farm
I je ọru?	Are you en route to work?
	-B-
E, eje m ọru.	Yes, I'm en route to work.
nwa	self
ginwa	yourself
ebe	place

òléébe	òléé-ebe
gíṙwàkwanṙ òléébṙṙj'è	gí-ṙwà-kwa-nṙ òléé-ebe-ṙ-j'è

	-A-	
éj'èmaáhya		é-j'è-mṙ-áhya
	-B-	
j'èé		(imperative)
óma		
óḍímmá j'òót'uqma		ó-dí-mmá j'èé-ot'u-qma

¹The tone shifts will be explained later.

Note 2.1 Greetings:

Compare the utterances:

		Structure
ìt'éele	Have you awakened?	ì-t'ée-le
ìfṙṙála	Have you come out?	ì-fṙṙá-la
ìbyála	Have you come?	ì-byá-la

These forms represent the 'perfect' form of the Igbo verb, a form which has a suffix -le/-la (or -ne/-na). The differences in the vowels of the several forms of this suffix, like the differences in the vowels of pronoun prefixes, are due to vowel harmony. The suffix has /n/ after nasal or nasalized sounds, /l/ elsewhere.

Most mono-syllabic verb roots occur before this suffix in a

ole ebe	where?
G1 nwa kwen1. Ole ebe 1	And you, where to? ('And
je?	yourself, which place you
	go?')

-A-

Eje m ah1a.	I'm en route to market.
-------------	-------------------------

-B-

jee	go!
qma	good, well
Q d1 nma. Jee otu qma.	Fine. Farewell. ('It's good.
	Go well.')

stem form which has a vowel suffix - also harmonically determined. The form /it'éele/ represents in this respect the normal monosyllabic verb pattern.

Polysyllabic verb stems - which are invariably compound verbs or verbs with certain 'adverbial' suffixes (of which /-ta/ is an example) - occur with or without the vowel suffix depending on the particular adverbial suffix. /ifutála/ is an example of such a compound without vowel suffix.

Some monosyllabic verbs, of which /ibya/ is an example, occur in this form without the vowel suffix. Such verbs are mostly very common. Note: ibyála

The differences in tone on these forms are due to different 'basic' tones of the verbs involved, which will be discussed shortly.

Common Igbo greetings such as /kèdú/ 'Hello!' (literally

'How?') are question words or phrases. In addition to such common all-purpose greetings, the large body of Igbo greetings consists of questions appropriate to the situation such as /ìt'éele/ 'Have you awakened?'. These greetings differ from questions asking for information in that they have no object following the verb. Thus, with the word èzhí 'yard, outdoors, homestead, household

ìfùtáleezhí (ì + fùtá + la + ézhí)¹

means 'Have you come outdoors?' and is asking for information while:

ìfùtála (ì + fùtá + la) 'Have you come out?'

is a greeting. Note that in both questions the pronoun prefix /ì-/ has low tone.

In the second person plural, greetings require the use of ùnù 'you (pl.)' with low tone and a vowel prefix to the verb (which prefix is characteristic of many verb forms with noun and independent pronoun subjects):

ùnaafùtála (ùnu + a + fùtá + la) Have you (plural) come out?

ùneet'éele (ùnu + e + t'ée + le) Have you (plural) awakened?

¹The shifts of tone on words in phrases as compared to the 'basic' tone will be discussed later.

Drill 2.1

Pronunciation

ířúǫřú

Structure

(H) ířú-ǫřú

ìřúwána

ì-řúwána

Note 2.2 Suffixes -kwe/-kwa, -nɪ/-nɪ/-nu/-nu

These two suffixes, or a combination of the two, occur very widely on verb or noun in conversation to indicate that the utterance is a continuation of the context. /-nɪ/ (and its variations) softens the impact of imperative or other abrupt utterances.

Examples:

- | | | |
|-------|-----------------|--------------------------------------|
| 1. A. | ácòròmákw'á | 'I want an egg' |
| B. | òléèngàdìkwani | 'And where (which spot) then is it?' |
| 2. | gàwani | 'Go, then.' |
| 3. A. | ácòròmíj'èòwere | 'I want to go to Owerri.' |
| B. | áhyakwani | 'What about market?' |

Additional Useful Greetings

<u>Spelling</u>	<u>English</u>
iru ɔru	to work (work)

I runwana?

Have you begun to work? (a
greeting to one who is

ùnaaṛ'úwàna

ùnu-a-ṛ'úwà-na

íri'ṛí

(H) íri' + nṛí

ìríwele

ì-ríwe-le

ùneeríwele

ùnu-e-ríwe-le

ákwúkwọ

ìg'ù-ákwúkwọ (H)

ìg'ùákwúkwọ

ì-g'ùwà-la

ìg'ùwàla

ùnu-a-g'ùwà-la

ùnaag'ùwàla

ídáákwúkwọ

(HL) ídè'-ákwúkwọ

ídéwele

ì-déwe-le

ùneedéwele

ùnu-e-déwe-le

ìgáwàla

ì-gáwà-la

ùnaagáwàla

ùnu-a-gáwà-la

ìj'éwele

ì-j'éwe-le

ùneej'éwele

ùnu-e-j'éwe-le

írè

(H)

	working)
Unu arunwana?	Have you (plural) begun to
	work?
iri nri	to eat (food)
I riwele?	Have you started to eat?
	(greeting to a person who
	is eating)
Unu eriwele?	Have you (pl.) started to eat?
akwukwọ	book, paper, leaf, school
igu akwukwọ	to read (book), to study
I guwala?	Have you started to read?
Unu aguwala?	(greeting to a person who
	is reading)
ide akwukwọ	to write (letter)
I dewele?	Have you begun to write?
Unu edewele?	(greeting to a person who
	is writing)
I gawala?	Have you set out? (greeting
Unu agawala?	to one en route or starting
	to go)
I jewele?	Have you set out? (greeting
Unu ejewele?	to one en route or starting
	to go)
ire	to sell

ìréwele

ì-réwe-le

ùneeréwele

ùnu-e-réwe-le

ízùahya

(HL) ízù-ahya

ìzùwala

ì-zùwa-la

ùnaazùwala

ùnu-a-zùwa-la

íshĩĩ

(HL) íshĩ + ĩ

ìshíwele

ì-shíwe-le

ùneeshíwele

ùnu-e-shíwe-le

ńkwụ

ík'ụńkwụ

(H) ík'ù-ńkwụ

ík'ụwala

ì-k'ụwa-la

ùnaak'ụwala

ùnu-a-k'ụwa-la

íkùmĩĩ

(H) íkù-mĩĩ

ìkúwele

ì-kúwe-le

ùneekúwele

ùnu-e-kúwe-le

ákwà

ízà'ákwà

(H) ízà'-akwà

I rewele?	Have you started to sell?
Unu erewele?	(greeting to a person who is selling)
izu ahya	to buy market [to shop]
I zuwala?	Have you started to buy?
Unu azuwala?	(greeting to a person who is buying)
isi nri	to cook food
I siwele?	Have you started to cook?
Unu esiwele?	(greeting to a person who is cooking)
nkwu	oil palm (tree or fruit)
iku nkwa	to tap wine (from an oil palm - <i>ŋkwɔ</i>)
I kuwala?	Have you begun to tap wine?
Unu akuwala?	(greeting to a person up in a palm tree)
iku miri	to fetch/dip up water
I kuwele?	Have you begun to fetch/dip
Unu ekuwele?	up (water)? (greeting to one fetching water or dipping it)
akwa	cloth
isa akwa	to do the laundry (to wash cloth)

ìsáw̃ana

ùnaasáw̃ana

ì-sáw̃ana

ùnu-a-sáw̃a-na

ìṅṅumírí

ìṅṅw̃ana

ùnaaṅṅw̃ana

(H) ìṅṅu-mírí

ì-ṅṅw̃a-na

ùnu-a-ṅṅw̃a-na

íméw̃ene

ùneeméw̃ene

ì-méw̃e-ne

ùnu-e-méw̃e-ne

ìlò/ìyò

ìyóla/ìlóla

ùnaalóla/ùnaayóla

(HL) ìlò/ìyò

ì-ló-la/ì-yóla

ùnu-a-ló-la/ùnu-a-yó-la

ìbyála

ùnaabyála¹

ì-byá-la

ùnu-a-byá-la

¹ìbyá 'to come' is one of a fairly short list of common verbs which occur in the perfect and in other 'suffixed' verb forms without the vowel suffix or other suffix which most monosyllabic verb roots have.

I sanwana?

Have you started to wash.

Unu asanwana?

(greeting to one doing the
laundry)

ĩũ mirĩ

to drink water

I ñunwana?

Have you begun to drink?

Unu añunwana?

(greeting to one who is
drinking)

I menwene?

Have you started to do ----?

Unu emenwene?

(all purpose greeting for
a person occupied)

ĩlq

to return

I lq̣la?

Have you returned? (greeting

Unu alq̣la?

to a member of ones own
group upon his return to the
group locale)

I biala?

Have you come? (greeting to

Unu abiala?

anyone upon his arrival)

Drill 2.2 Substitution Drills on Greetings:

a) Substitute the following verbs in the greeting form:

Verbs	Pattern Sentence
	ìrĩ'wàna
írì	íríwele
ìg'ù	ìg'ùwala
ídè	ídéwele
ìgà	ìgáwala
ìj'è	ìj'éwele
írè	iréwele
ìnyù	ìnyùwàna
ímè	iméwene
ìzù	ìzùwala
ìsà	ìsáwàna
ìk'ù	ìk'ùwala
íkú	ikúwele
ìshì	ìshíwele
ìrũ	ìrũwàna

b) Substitute the following verbs in the pattern sentence:

Verbs	Pattern Sentence
	ùnaarĩ'wàna
írì	ùneeríwele
ìg'ù	ùnaag'ùwala
ídè	ùneedéwele
ìgà	ùnaagáwala

íj'è	ùneej'éwele
írè	ùneeréwele
ĩsá	ùnaašáwána
íshì	ùneeshíwele
ĩk'ù	ùnaak'úwala
íkù	ùneekúwele
ímè	ùneeméwene
ĩrũ	ùnaarũwána

c) Produce a greeting appropriate to the following list of persons to be greeted, using the pattern provided:

Persons to be greeted:

Pattern

	ídéwele
one starting to go	ìgáwala or ìj'éwele
one buying	ìzúwala
one tapping wine	ìk'úwala
one selling	ìréwele
one working	ìrũwána or ìméwene
one cooking	ìshíwele
one dipping	ìkúwele
one drinking	ìṛúwána
one washing	ìsáwána
one reading	ìg'úwala
one doing something	ìméwene
one eating	ìríwele
one writing	ídéwele

d) Produce a greeting appropriate to the following groups of persons to be greeted, using the pattern provided:

Groups to be greeted:

Pattern

	ùnaagáwala
people buying	ùnaazúwala
people selling	ùneeréwele
people working	ùnaaṛúwána or ùneeméwene
people cooking	ùneeshíwele
people washing	ùnaaṣáwána
people tapping wine	ùnaak'úwala
people reading	ùnaag'úwala
people eating	ùneeríwele
people writing	ùneedéwele
people starting to go	ùnaagáwala or ùneej'éwele
people dipping	ùneekúwele
people drinking	ùnaaṇúwána

Note 2.3 Vowel Harmony:

All the verbs given are cited in a form which commences with a vowel. This form, used as the citation form for verbs, is called the 'infinitive' of the verb. The vowel prefix of the infinitive is either /ɪ/ or /ɪ̣/. This prefix illustrates one kind of vowel harmony in Igbo. Remember the Igbo has eight vowel phonemes:

	Front			Back	
	Close	Open		Close	Open
High	ɪ	ɪ̣		u	ụ
Low	e	a		o	ọ

The general principle of vowel harmony in Igbo is that vowels of the close series /ɪ e u o/ do not commonly occur adjacent to those of the open series /ɔ̃ a ʊ ɔ/ and vice versa. Compound words which have two roots will often have vowels of different series in them. Since words are built up by prefixes and suffixes in Igbo, most prefixes and suffixes will have at least two shapes - one with close vowel(s), the other with open vowel(s). Many suffixes have four shapes with close and open alternates of both back and front low vowels /e, a, o, ɔ/, some four shapes with the high vowels /ɪ, ɔ̃, u, ʊ/ and some suffixes occur with all eight vowels. Prefixes are generally restricted to two vowels.

The prefix of the infinitive of verbs is a high front vowel - either the close one /ɪ/ or the open one /ɔ̃/. Compare:

Close series:		Open series:	
írí	to eat	ídí	to be
íj'è	to be en route to	ígá	to go
íkú	to dip up	ízú	to buy
íb'ò ^o	to accuse	íyó	to return

^oVerbs with /o/ in the root are relatively rare - this one has not yet appeared in these lessons and is introduced here only to make the pattern complete.

In note 1.3 we noted that some of the personal subject forms have vowel prefixes ('pronoun prefixes'):

Singular	
1st Person	e...m / a...m
2nd Person	ɪ- / ɔ̃-
3rd Person	o- / ɔ-

The prefix for first person singular is: /e-/ or /a-/. Compare:

éj'èm	I'm going
ácòròm	I want

We have not yet drilled these forms of other verbs but, for purposes of understanding the vowel harmony, we can also compare:

éírìrìm	I ate
ékùrùm	I dipped up
éb'òrom	I accused
éj'èrem	I went to...
ádìm	I am
ágàram	I went
ázùrùm	I bought
ákòròm	I cultivated

Thus it is clear that the prefix here is a low front vowel: /e-/ with the close vowel series, /a-/ with the open vowel series.

Similarly the second and third personal prefixes are harmonically conditioned. Compare:

írìrì	you (s) ate	ídì	you (s) are
íkùru	dipped up	ìgàra	went
ìb'òro	accused	ìzùrù	bought
ìj'ère	traveled	ìkòrò	planted
órìrì	He (etc.) ate	òdì	He (etc.) is
ókùru	dipped up	ògàra	went
ób'òro	accused	òzùrù	bought
ój'ère	traveled	òkòrò	planted

The second person singular prefix is thus a high front vowel, /i/ before the close series, /ɪ/ before the open one; while the third person prefix is a low back vowel, /o/ before the close series, /ɔ/ before open vowels in the verb root.

Drill 2.3 Phonetic Drills on Vowels /o/ and /ɔ/

a) /o/ initially

óbì	heart	ótù	one, a
òbodo	town	òt'u	manner
ófe	soup	òvu	bush fowl
ògrí	a seasoning	òwere	Owerri (place)
óg'è	time, occasion	òyíyí	appointment
òhere	chance	ózhí	message
óhỹí	theft	óce	seat
òkóro	youth	óc'ò	grand(father)
ók'e	male	ógwè	self
òlé	how much	ókwu	speech
óryò	2nd day of the market cycle	ónye	person
óshíshí	tree, plant		

b) /o/ finally

bík'ò	please	úyò	house
ìgbo	Igbo	mótò	car
ízò/íjò	to fall (of rain)	ìsò	five

c) /ɔ/ initially

òbùla	any	ókjì	kola nut
òb'ỹàã	guest, stranger	òjò	another
ód'ù	long time	ók'ù	fire, heat
ógò	relative in law	òkúkò	chicken
òha	public	òlú	Orlu (place)
òhya	bush, forest	òma	fine

ónụ	mouth	òzọ	another
ópara	eldest son	ógw'ù	medicine
òrụ	work	òkwurụ	okra
ósọ	race	ónwa	month
ówùlà	every		

d) /ọ/ finally

ịbọ	to break (of day)	ịkpọ	to call
ịhọ	to choose	ịyọ	to sift
ịkọ	to narrate	ịcọ	to want
ịlọ	to return	ịc'á	to be ripe
ịnọ	to stay		

Drill 2.4 Phonetic Drills on Consonants

/b/		/b' /		/gb/	
bèkéè	Caucasian				
bík'ò	please				
ịbyá	to come	ịb'á	to go in	ịgbá	to run
ịbọ	to break (of day)			ịgbù	to kill
àbá	Aba (place)	áb'a	bottle	àgbọnọ	(a seed)
àbụọ	two				
óbì	heart				
òbodo	town				
òbụla	any	ób'yaã	guest		
		ùb'é	pear	ùgbúa	now

ùbòcị

day

úgbọ

powered
vehicle

ébe

place

égbe

hawk

ìgbọ

Igbo

ìgbúrụ

cassava

PronunciationStructure

-A-

nd'ù

nd'ù imeṽene

nd'ù i-meṽe-ne

-B-

ényì

-m

ényim

ṅwá/ṅwá

ók'e

ṅwóok'è/ṅwóok'ò

ényimṅwóok'ò

ée ényimṅwóok'ò igáwala

ényì-m

ṅwá-ok'è/ṅwá-ok'ò

ényì-m-ṅwá-ok'ò

ee ényì-m-ṅwá-ok'ò i-gáwa-la

-A-

éci

òléébṽṽgàreéci

òléé-ebe-ṽ-gàra-éci

-B-

úmùáhyà

ágàramuúmùáhyà

á-gàra-mu-úmùáhyà

Basic Sentences

<u>Spelling</u>	<u>English</u>
-A-	
Ndu	life, a proper name for a male
Ndu, imenwene?	Ndu, greetings! ('Have you begun to work?')
-B-	
enyi	friend
-m	my (possessive)
enyim	my friend
nwa	child
oke	male
nwaoke	man, male person
enyim nwaoke	my (male) friend
E, enyim nwaoke, i gawala?	Yes, my friend. Greetings. ('Have you begun to go?')
-A-	
échi	yesterday or tomorrow (one day removed from today)
Ole ebe i gara echí?	Where did you go yesterday?
-B-	
Umuahia	(Place name)
A gara m Umuahia.	I went to Umuahia.

-A-

ànyáàsụ/ànyáàsị
 nàanyáàsụ
 ìlọrọnaanyáàsụ

nà-anyáàsụ
 ì-lọrọ-na-anyáàsụ

-B-

éé ↑ álòrọmnaanyáàsụ
 íshì
 òléébiishì

éé á-lòrọ-m-na-anyáàsụ
 (H)
 òléé-ebe-ì-shì

-A-

éshimaahya

é-shì-mụ-ahya

-B-

íjì
 ík'e
 íshìík'e

(HL)

jìshìík'e

jì-shíe-ìk'e¹

ílà
 áláwalam

(HL)

á-lawá-la-m

ó-dìmmà jìshìík'e áláwalam

ó-dì-mma jì-shíe-ìk'e
 á-láwa-la-m

-A-

ímé

(HL)

-A-

anyas1
 n'anyas1
 I lɔrɔ n'anyas1?

night
 at night, in the night
 Did you come back last night?

-B-

E, a lɔrɔ m n'anyas1.
 ɪs1/ɪsh1
 Ole ebe ɪ s1?

Yes, I returned last night.
 to be from (source)
 Where are you from? (i.e.
 Where are you coming from?)

-A-

E s1 m ahyas1.

I'm [coming] from market.

-B-

ɪj1
 ɪke
 ɪs1 ɪke
 jɪsɪe ɪke
 ɪla
 a lawala m
 ɔ dɪ nma. Jɪsɪe ɪke.
 A lawala m.

to hold, to use, to take
 strength, power, ability
 to be strong, to have
 power
 hold onto strength (i.e.
 Carry on! - a leave-
 taking)
 'to go (home)'
 Goodbye! ('I have
 begun to go.')

Fine. Carry on! Goodbye!

-A-

ɪme

to do, to make, to perform

íméene
íméene làwánɿ

í-mée-ne
í-mée-ne làwá-nɿ

¹This tone shift will be explained later.

Note 3.1 Tone Classes of Verbs; (I) - Verbs of Class (L)

In the dialogues to date new verbs as introduced have been marked (H), (HL), or (L). These formulae refer to the tone class to which these verbs belong.

Igbo verbs divide into tone classes on the basis of the tone of the root syllable as it occurs in various forms of the verb. There are three such classes plus a few 'irregular' verbs which do not neatly fit into any one of the three. Compare:

Infinitives:

Class HL	íçò	to want
Class H	ínù	to drink
Class L	ífù	to go out

In drills to date we have avoided using (L) class verbs.

(L) class verbs have a 'basic' low tone on the verb root. This means that in most of its forms the verb will have a low tone - any variation being predictable.

Thus the following verbs have low tone on their roots in the 'infinitive' form:

ífù	to go out	ífùta	to come out
-----	-----------	-------	-------------

íkò	to cultivate, to plant	íyò	to sift
ínò	to be at, to sit, to stay	ínòdɿ	to be seated, to stay
ívù	to dig out	ízà	to sweep

i meene
I meene. Lawani.

thank you ('You have done.')

Thank you. Goodbye.

In the perfect form used for greetings these verbs also have low tone on the root (but the suffixes are high):

ìkɔwála	'Have you begun to cultivate?'
ìvɔwála	'Have you begun to dig (out crops)?'
ìfɔtála	'Have you come out?'
ìzawála	'Have you started to sweep?'
ìyɔwála	'Have you begun to sift?'
ìnɔdɪla	'Have you sat down?'

The other two tone classes of verbs (H) and (HL) have identical tones in the infinitive and perfect forms, as we have seen in previous drills on greetings. The tone of the root of such verbs is relatively high-mid in the infinitive (which has an invariable high tone prefix í or ì) and high in the greetings we have practiced after low-tone pronoun prefixes.

After high tone pronoun prefixes - in affirmative statements - the tone of the root of (H) and (HL) verbs is mid in the perfect form. Compare:

álawalam	'I'm going now.'	'Goodbye'
ímeene	'You have done.'	'Thank you.'

The perfect forms will be explained and drilled in all persons later in the course.

Drill 3.1 Substitution Drill with (L) Class Verbs in Greetings

Verbs	Pattern
a)	
	ìvụwála
ìfù	ìfụwála
ìkọ	ìkọwála
ìyọ	ìyọwála
ìzà	ìzawála
ìfùta	ìfụtála
ìnọdụ	ìnọdịla
b)	
	ùnaavụwála
ìkọ	ùnaakọwála
ìzà	ùnaazawála
ìyọ	ùnaayọwála
ìfù	ùnaafụwála
ìfùta	ùnaafụtála
ìnọdị	ùnaanọdịla
c) Produce the appropriate greetings:	
Person to be Greeted	Pattern
	ìfụtála
one seated	ìnọdịla
one digging out (crops)	ìvụwála
one cultivating	ìkọwála
one sifting	ìyọwála
one going out	ìfụwála

one coming out	ìfɸtála
people coming out	ùnaafɸtála
people cultivating	ùnaakɸwála
people digging	ùnaavɸwála
people sifting	ùnaayɸwála
people seated	ùnaanɸdíla
people going out	ùnaafɸwála

Drill 3.2 Mixed drill on Greetings:

Person(s) to be Greeted	Pattern
	ìnɸdíla
one buying	ìzɸwala
people buying	ùnaazɸwala
people starting to go	ùnaagáwala or ùneej'éwele
one starting to go	ìgáwala or ìj'éwele
one coming out	ìfɸtála
people coming out	ùnaafɸtála
people reading	ùnaag'ɸwala
one reading	ìg'ɸwala
one drinking	ìɸwána
people drinking	ùnaaɸwána
people sifting	ùnaayɸwála
one sifting	ìyɸwála
one cooking	ìshíwele
people cooking	ùneeshíwele
people working	ùnaaɸwána

one working

ìrúwàna

one seated

ìnòdíla

Drill 3.3 Substitution Drill on Place Names:

Place Name		Pattern
Umuahia	úmùáhyà	ágàramuúmùáhyà
Aba	àbá	ágàramaabá
Owerri	òwere	ágàramóòwere ¹
Enugu	énugw'ù	ágàrameénugw'ù
Onitsha	ònisha	ágàramóònisha ¹
Calabar	kàlabá	ágàramkalabá
Orlu	òlú	ágàramòòlú
Oji	òjí	ágàramoojí
Opobo	òpópò	ágàramoopópò
Okigwi	òkíígwé	ágàramòòkíígwé
Ife	ìfé	ágàramíìfé
Nsukka	nsúkà	ágàramnsúkà
Afikpo	áfííkpo	ágàramaáfííkpo
Ikot-Ekpene	ìkòteekpèné	ágàramíìkòteekpèné
Nnewi	ñneéwí	ágàramñneéwí
Abakiliki	àbákeleke'	ágàramaabákeleke'
Itu	ìtu	ágàramíìtu ¹
Nbawsi	mbòsì	ágàrammbòsì
Oguta	úguta	ágàramuúguta
Uyo	ùyó	ágàramuuyó

Ndizuogu	ndíizuog 'ụ
Awgu	ágw'ụ
Udi	údì
Abor	àbọ

ágàramndíizuog 'ụ

ágàramọ́gwì

ágàramuúdi

ágàramabọ

íkèlè	to greet		
íkò	to narrate		
áka	hand	ák'ùk'ù	side
		èk'è	1st market day
		ík'e	strength
òkóro	youth	ók'e	male
òkúkò	chicken	ók'ù	fire, hot
ùkò			
nke	that, the, of		

d)	/t/		/t/		/t'/	
àtò	three	ìte	pat	ít'è	to awaken	
àsátò	eight	ìtírí	darkness			
átù	advice	òtu	group	òt'u	manner	
ṛwáṭàkírí	child	ótútù	plenty	ùt'ùt'ù	morning	
ípáṭa	to carry along					

e)	/c/		/c'/	
ícè	different			
cí	God			
ícò	to want	íc'a	to be ripe	
éci	yesterday			
óce	seat	óc'ò	grand(father)	
ùcò	sweet			

f)	/kw/		/kw'/	
kwání	and then			
íkwe	to agree			

íkwù	to pay				
ákwa	cloth		àkw'á	egg	
ákwúkwò	book				
ókwa	speech				
úkwu	big				
g)	/gw/			/gw'/'	
ígwa	to tell		ógw'ù	medicine	
ógwè	self		énugw'ù	Enugu (place)	
úgwò	debt				
ígwè	bicycle				
h)	/ny/				
ínyè	to give		ónye	person	
ányị	we		ánya	eye	
ényị	friend				
i)	/nw/				
nwá	child		ínwè	to have	
nwáàyo	slowly		nwíyè	wife	
nwáànyị	female		nwóok'è		
nwáñne	sibling		ánwùrụ	tobacco	
nwáṭàkírị	child		ónwa	month	
j)	/g/		/g'/'		/gh/
ògírị	a seasoning	eg'ò	money	íghá	to lie
ógò	relative-in-law	óg'è	time, occasion	ghị	you (sg.)
				íghòṭa	to grasp

ùghá falsehood

ág'ù leopard

ág'ùù hunger

ìg'ù to read

<u>Pronunciation</u>		<u>Structure</u>
	-A-	
ínǹ		(HL)
ànú		(verbal noun - used after most 'auxiliary verbs')
jè		(L) (root)
ìgbo		
ìjaaníìgbo		ì-je-anú-ìgbo
	-B-	
íwǹ		(H)
gírǹ		
ée ↑ òúgírǹ		ée ↑ ò-wǹ-gírǹ
	-A-	
ónye		
ìwóonyììgbo		ì-wǹ-onye-ìgbo
	-B-	
ée ↑ áwǹmoonyììgbo		ée ↑ á-wǹ-mǹ-onye-ìgbo
	-A-	
ák'ùk'u		
byá		('subsequential' form of verb used after other verbs with same subject)

Basic Sentences

<u>Spelling</u>		<u>English</u>
	-A-	
inu		to hear (understand)
anu		hearing
je		auxiliary verb for customary action (not used in infinitive form)
Ibo/Igbo		Igbo (language and people)
I je anu Ibo?		Do you understand Igbo?
	-B-	
ibu		to be (in existence)
gini		what?
E, o bu gini?		Yes, what is it?
	-A-	
onye		person
I bu onye Ibo?		Are you an Igbo (person)?
	-B-	
E, a bu m onye Ibo.		Yes, I'm an Igbo.
	-A-	
akuku		side, part
bia		(and come)

òláák'ùk'ììgbiíshìbyá

òléé-ak'ùk'ù-ìgbo-í-shì-byá

-B-

áwùmoonyoòwere

á-wù-mù-onye-òwere

-A-

ímù

(HL)

ámùrùghí

á-mùrù-ghí

ámùrùghílòowere

à-mùrù-ghí-là-owere

-B-

éé ámùrùmlòowere

éé á-mùrù-m-là-owere

Note 4.1 Tone Classes of Verbs (II) - The 'RA' form

In Note 3.1 the 'basic' low tone of (L) Class verbs was illustrated.

Verbs of class (H) have a 'basic' high tone which recurs (as a high or a mid tone) in almost all forms of the verb.

Verbs of class (HL), however, have a high (or mid) tone in certain forms and a low tone in others.

In the infinitive form (H) and (HL) verbs have identical tone patterns:

írì (H)	'to eat'	ìrù (H)	'to drink'
ìcò (HL)	'to want'	ìzù (HL)	'to buy'

In certain other forms these verbs show contrasting tone patterns. Compare:

ácòròmìígbáahya	á-còrò-mù-ìgbá-ahya	'I want to go to market'
ágàramuúmuáhyà	á-gàra-mù-úmuáhyà	'I went to Unuahia.'

Ole akuku Ibo 1 si bya?

What part of Igbo [land] are
you from (and come)?

-B-

A bu m onye Owerri.

I'm an Owerri man.

-A-

imu

to bear, to give birth to

a muru gi

one gave birth to you -

you were born

A muru gi n'Owerri?

Were you born in Owerri?

-B-

E, a muru m n'Owerri.

Yes, I was born in Owerri.

áyòròmnaanyáàsù

á-yòrò-m-na-anyáàsù

'I returned last
night.'

ìyòròmnaanyáàsù

ì-yòrò-na-anyáàsù

'Did you return last
night?'

àmùfùghílòowere

à-mùfù-ghì-là-owere

'Were you born in
Owerri?'

ámùfùm̀lòowere

á-mùfù-m̀-à-là-owere

'I was born in Owerri
Owerri.'

These sentences illustrate a form of the verb with a suffix, which consists of /r/ plus a repetition of the previous vowel. In these sentences this form is illustrated for four verbs which all belong to tone class HL. The time in translation is generally but not always past. Actually this form is a completed aspect. Thus the verb ìm̀á (HL) 'to know' occurs in this form with a present time significance - *ámàfám* 'I know', since knowing implies the completion of the action, and might be better translated 'I have come to know'. In more complex utterances a subordinate clause preceding a future form may occur with this 'RA' form. Thus the

Igbo translation of 'When I see him I'll tell him what you want.' would have the 'RA' form of the verb 'to see' since I cannot tell him anything until I have seen him.

Notice that the root and the suffix (which we call a RA-suffix for convenience) both have low tone, while in the forms of (HL) verbs we have seen before, both root (and suffixes, if any) had high tone. Compare:

ìgáwala	'Have you started to go?' (Greeting)
ágàram...	'I went....'
ìyóla	'Have you returned?' (Greeting)
ìyórqnaanyáàsù	'Did you return last night?'

Compare the RA form of (L) class verbs:

Useful Vocabulary:

édè	'coco yam'
jí	'yam'

ókòreédè	ókòrò-édè	He cultivated coco yams.
ìvurújí	ì-vurú-jí	Did you dig out yams?
áfurumeezhí	á-furú-mú-ezhí	I went outside.
ányìzarúyò	ányì-zara-úyò	We swept the house.
ùnukòrójí	ùnu-kòro-jí	Did you (pl.) plant yams?

Note that the tone of (L) class verbs is also low in the RA form - there being no difference in tone in this form between (HL) and (L) class verbs.

Compare the RA form of (H) class verbs:

érìrímǎ	é-rìrì-m-ǎ	'I ate (food)'
ónǔrǔmǎ	ón-ǔrǔ-mǎ	'He drank water.'
ìsáǎakwà	ì-sáǎa-akwà	'Did you wash clothes?'

ányìkúrumířì ányì-kúru-mířì 'We fetched (dipped up) water.'
 ùnuk'úrụ̀kwụ ùnu-k'úrụ̀-kwụ 'Did you tap palm [wine]?'

Note that the RA form here is high in tone - both verb root and suffix.

The two speakers whose voices are heard on the tapes differ in the tone pattern of the RA form of the third person plural of (H) class verbs (before low toned hã 'they'). One speaker (Mr. Ugorji) is consistent in pronouncing this form with high tone:

áńų́rų́hãmmı́ 'They drank wine.'

while the other (Mr. Ahaghotu) consistently pronounces the same form with low tone in contrast to high tone for all other persons:

ányìńų́řųmmı́ 'We drank wine.'
 únùńų́řųmmı́ 'You (pl.) drank wine.'
 áńų́řųhãmmı́ 'They drank wine.'

Ward, in An Introduction to the Ibo Language, does not note any distinction of tone in RA forms, having heard all verbs as occurring with low tone in this form. It is clear that there is some dialectal variation at this point. The student should not be disturbed if there are variant markings of tone on this form at different places in these materials - the effort has been to represent in transcription the tone as it occurs on the tape.

In summary: we have seen that some verbs have non-low tone on their infinitive and 'perfect' forms, others low tone. In the RA form some verbs have low tone others high. But not all verbs are consistently high or low in all these forms. Verbs which have low tone on the root of the infinitive have low consistently. Verbs which have high tone on their RA forms have high tone consistently. The remaining verbs have high tone on the root of the infinitive and 'perfect' form but low tone on their RA forms. From these observations we see that there are three verb tone classes: (L) 'low', (H) 'high' and (HL) 'now high, now low'.

IT IS NECESSARY TO MEMORIZE
THE TONE CLASS MEMBERSHIP
OF EACH VERB

Note 4.2 The pronouns for third person plural and impersonal.

The independent pronoun form for 'they', third person plural, has not appeared in basic sentences. It is /*h̃a*/.

The third person plural pronoun prefix is the same as the one for first person, /*e*/ or /*a*/, and the pronoun suffix is /-*h̃à*/ so the third person plural statement with the RA form of *ĩcò* is

ácòròh̃ĩĩgáahya *á-còrò-h̃a-ĩgá-ahya*

'They want to go to market.'

The normal 'citation form' of the 3rd person plural pronoun is /*h̃á*/ with high tone, which is the 'independent pronoun' form.

Igbo has no 'passive' verb form. The function of a passive is performed by an 'impersonal' form which has the general pronoun prefix /*e*-/ or /*a*-/ and no suffix:

ácòròĩgáahya *á-còrò-ĩgá-ahya*

'One wants to go to market.'

Note the sentence:

ámùřym̀lòowere *á-mùřy-m̀-là-owere*

'One bore me in Owerri - I was born in Owerri.'

Note the high tone of /*m̀*/ - characteristic of pronouns when occurring as 'independent pronouns'. This pronoun is the object of the verb.

Drill 4.1 Substitution Drills on the RA forms of verbs:

a) Class (H) verbs:

Useful Word:

áž̀ỳ fish

Substitution Key Word

Pattern

	érirímaaz̀ù	'I ate fish.'
ńd'ù	ńd'ùríríraaz̀ù	
yá	óríríraaz̀ù	
ányị	ányịríríraaz̀ù	
ík'ùṅkwù	ányịk'ùrùṅkwù	'We tapped palm wine.'
mù	ák'ùrùṁṅkwù	
hã	ák'ùrùhãṅkwù	
ĩsãakwà	ásããhããakwà ¹	'They washed clothes.'
yá	òsããhãakwà	
ìṅùmírì	òṅùr̀mírì	'He drank water.'
ńd'ù	ńd'ùṅùr̀mírì	
ányị	ányịṅùr̀mírì	
íkùmírì	ányịkùr̀mírì	'We dipped up water.'
ńd'ù	ńk'ùkùr̀mírì	
hã	ékùruhãmírì ²	
mù	ékùrummírì	
ìg'ùakwùkwò	ág'ùr̀umaakwùkwò	'I read.'
yá	óg'ùraakwùkwò	
ányị	ányịg'ùraakwùkwò	
íríaz̀ù	ányịríríaz̀ù	'We ate fish.'
mù	érirímaaz̀ù	

¹Mr. Ugorji's pronunciation is áśããhããakwà.

²Mr. Ugorji's pronunciation is ékùruhãmírì.

b) Class (L) verbs:

Key Word		Pattern
	<u>òfùreezhí</u>	'She went outside.'
mù	<u>áfùrùmeezhí</u>	
Nd'ù	<u>nd'ùfùreezhí</u>	
ìkòjì	<u>nd'ùkòrọjì</u>	'Ndu planted yams.'
hà	<u>ákòrọhàjì</u>	
ányị	<u>ányịkòrọjì</u>	
ìkòédè (ìkò-édè)	<u>ányịkòreédè</u>	'We planted coco yams.'
mù	<u>ákòrọmeédè</u>	
Nd'ù	<u>nd'ùkòreédè</u>	
ífùezhí (ífù-ezhí)	<u>nd'ùfùreezhí</u>	
yá	<u>òfùreezhí</u>	

c) Class (HL) verbs:

Useful Words:	
àkw'á	egg
ìhỹe/nhỹe/hỹé	thing

Key Word		Pattern
	<u>ácòromòfũ</u>	'I want work.'
Nd'ù	<u>nd'ùcòrọfũ</u>	
yá	<u>òcòrọfũ</u>	
àkw'á	<u>òcòraakw'á</u>	'He wants eggs.'
ányị	<u>ányịcòraakw'á</u>	
mù	<u>ácòromaakw'á</u>	

hã	ácòròhãakw'á	
ígaahya	ácòròhíígaahya	
yá	ócòríígaahya	
ímènhỹqoma	ómèřènhỹqoma	'He did a good thing.'
Nd'ù	nd'ùmeřènhỹqoma	
hã	émèřèhãnhỹqoma	
ízùjì	ázùrùhãjì	'They bought yams.'
mù	ázùrùmjì	
ányì	ányìzùrùjì	
ícòòřũ	ányìcòròòřũ	'We want work.'
mù	ácòròmòòřũ	

d) Mixed classes of verbs:

Key Word		Pattern
	ág'ùrùmaakwukwò	'I read (book).'
ífùezhí	áfùrùmeezhí	'I went outside.'
yá	ófùreezhí	
ícòòřũ	ócòròòřũ	'He wants work.'
ányì	ányìcòròòřũ	
íkòjì	ányìkòròjì	'We planted yams.'
hã	ákòròhãjì	
íśáakwà	ásàřahãákwa ¹	'They washed clothes.'
Nd'ù	nd'ùśářaakwà	
íbyàahya	nd'ùbyaraáhya	'Ndu came to market.'

¹Mr. Ugorji's pronunciation: áśářahàákwa

mụ́	ábyàramaáhya	
íríazù	érírímaazù	'I ate fish.'
ányị́	ányị́ríríraazù	
íwùéde	ányị́wùreéde	'We dug out coco yams.'
hà	ávùrùhèéde	
íménhỹqoma	émèřehànhỹqoma	
mụ́	émèřemhỹqoma	
íg'ùakwùkwọ́	ág'ùrụmaakwùkwọ́	

Drill 4.2 Transformation Drill

Useful Words:

m̐m̐íĩ	wine
m̐m̐íĩŋkwù	palm wine

1. a. Produce a sentence with the 3rd person singular RA form of the following (H) class verb + object structures:

Key	Sentence
íkwùég'ò	ókùwùreeg'ò
íkùmĩří	ókùrumĩří
ín̐m̐m̐íĩŋkwù	ókùwùřm̐m̐íĩŋkwù
írĩří	órĩrĩří

- b. Produce similar sentences with first person singular subject:

Key	Sentence
íkwùég'ò	ákùwùrùmeeg'ò
íkùmĩří	ékùrummĩří

ánúrýmmmmĩĩńkwú
érirĩmĩĩ

Sentence

ányikwúreeg'o

ányikúrumiři

ányĩnúřũmmĩĩkwũ

ányirírĩrĩ

Sentence

ákwürũhég'ó

ékùruḥamĩrĩ

áŋyũrũhámmĩĩŋkwũ

érirĩhãrĩ

Sentence

ákwürüg'ò

ékúrumĩrĩ

ánur̥um̥m̥ ɿŋkw̥

érirĩrĩ

Sentence

ókòrójí

ìvùédè

ífùtteezhí

òvùreédè

ófùtareezhí

b. Repeat the exercise with first person singular subject:

Key

Sentence

ìkòjì

ákòròmjí

ìvùédè

ávùrùmeédè

ífùtæezhí

áfùtarameezhí

c. Repeat the exercise with first person plural subject:

Key

Sentence

ìkòjì

ányìkòròjí

ìvùédè

ányìvùreédè

ífùtæezhí

ányìfùtareezhí

d. Repeat the exercise with 3rd person plural subject:

Key

Sentence

ìkòjì

ákòròhájì

ìvùédè

ávùrùhēédè

ífùtæezhí

áfùtarañeezhí

e. Repeat the exercise with impersonal subject:

Key

Sentence

ìkòjì

ákòròjí

ìvùédè

ávùreédè

ífùtæezhí

áfùtareezhí

3. a. Produce sentences in RA form with 3rd person singular subjects with the following (HL) class verb + object structures:

Key	Sentence
ízüṅkwɔ	ózüryúkwɔ
íhúdóktò	óhũřúdóktò
ígámířì	ógàramířì

- b. Repeat the exercise with first person singular subject:

Key	Sentence
ízüṅkwɔ	ázüryumúkwɔ
íhúdóktò	áhũřumúdmóktò
ígámířì	ágàrammířì

- c. Repeat the exercise with first person plural subject:

Key	Sentence
ízüṅkwɔ	ányízürúkwɔ
íhúdóktò	ányíhũřúdóktò
ígámířì	ányígaramířì

- d. Repeat the exercise with 3rd person plural subject:

Key	Sentence
ízüṅkwɔ	ázüryũhãkwɔ
íhúdóktò	áhũřũhadóktò
ígámířì	ágàrahãamířì

- e. Repeat the exercise with impersonal subject:

Key	Sentence
ízüṅkwɔ	ázüryúkwɔ

ìhùdòktò

áhùfùdòktò

ìgámífi

ágàramífi

Note 4.3 Question forms:

All the greetings in units 1 - 3 are questions. Compare also these sentences:

ìlòrònaanyaàsù	(ì-lòrò-na-anyaàsù)
ìjaanìigbo	(ì-je-anù-igbo)
òógírì	(ò-wù-gírì)
ìwóonyiigbo	(ì-wù-onye-igbo)
àmufùghílòowere	(à-mufù-ghì-là-owere)

In all these 'yes or no' questions - as well as in the greeting question forms - the pronoun prefix has low tone. Note that these questions are mostly second person - with ì/ì 'you (singular)' or unu 'you (plural)'. The remainder are third person or impersonal. It is not common to ask questions using simple structures in the first person and we will not drill these forms. (Similarly statements about the action of the second person - 'you' are not to be drilled extensively until later in this course.)

If the subject of a 'yes or no' question is a noun - a proper name, common noun, or noun phrase - the question form requires the third person pronoun prefix ò or ò with low tone:

ńd'òqúonyiigbo (ńd'ù q-wù-onye-igbo)
'Is Ndu an Igbo (person)?'

In effect the sentence above is 'As for Ndu, is he an Igbo?'. If there is a pause between the name and the question, this is interpreted as calling Ndu and asking him a question about another person:

ńd'ù òg'úraakwukwò
'Ndu, did he (someone else) read a book?'

Drill 4.3 Substitution drill on questions with the RA form:

a) (H) class verbs:

Key Word		Pattern
	<u>írí</u> íří	'Did you eat?'
únù	<u>únurí</u> íří	
yá	<u>òrí</u> íří	
ńd'ù	ńd'ò <u>orí</u> íří	
íg'ùakwúkwo	ńd'òg'ù <u>raakwúkwo</u>	'Did Ndu read?'
ghí	íg'ù <u>raakwúkwo</u>	
há	àg'ùrùhàákwúkwo ¹	
ìṅ'umṛíṅkwú	àṅ'ùrùhàmmṛíṅkwú ²	
únù	<u>únurù</u> ṛ'umṛíṅkwú	
ónyàà (ónye-à)	ónyòò <u>ṅurumṛíṅkwú</u>	
íkùṛíří	<u>ónyòò</u> íkùṛumíří	'Did this person fetch water?'
ghí	<u>íkù</u> rumíří	
yá	<u>òkù</u> rumíří	
ìsàakwà	ò <u>sà</u> řaakwà	'Did he wash clothes?'
ghí	<u>ìsà</u> řaakwà	
íríří	írùṛíří	'Did you eat?'

¹Mr. Ugorji: àg'ùrùhàákwúkwo

²Mr. Ugorji: àṅ'ùrùhàmmṛíṅkwú

b) (L) class verbs:

Useful Word:

ìgbúrụ cassava

Key Word		Pattern
	ìfureezhí	'Did you go out?'
únù	ùnufureezhí	
Ndù	ndòòfureezhí	
ìkòjí	ndòòkòròjí	'Did Ndu plant yams?'
ghí	ìkòròjí	
yá	òkòròjí	
íyììgbúrụ	òyòrììgbúrụ	'Did she sift cassava?'
únù	ùnuyòrììgbúrụ	
ìvùédè	ùnuvùreédè	'Did you dig out coco yams?'
ónyàà (ónye-à)	ónyòòovùreédè	
ìfùezhí	ónyòòofureezhí	'Did this man go outside?'
hà	àfuryhèezhí	
ghí	ìfureezhí	

c) (HL) class verbs:

Key Word		Pattern
	ìcòraázù	'Do you want fish?'
únù	ùnucòraázù	
hà	àcòròhàázù	

	<u>àcòròhaáǝ̀</u>	
íǝ̀aahya	àgara <u>hã</u> áahya	'Did they go to market?'
Nd'ǝ̀	nd'òò <u>gara</u> áahya	
ízuakw'á	nd'òòzu <u>ra</u> akw'á	'Did Ndu buy eggs?'
yá	òzu <u>ra</u> akw'á	
ghí	ìzu <u>ra</u> akw'á	
ímènhǝ̀qoma	ìme <u>fe</u> nhǝ̀qoma	'Did you do something good?'
(ímè-nhǝ̀e-qoma)		
únù	ùn <u>ume</u> fe ¹ nhǝ̀qoma	
hã	ème <u>fe</u> hãnhǝ̀qoma	
ídeakwukwò	èdere <u>hã</u> áakwukwò	'Did they write [a] paper?'
ghí	ìde <u>ra</u> áakwukwò	
ìcòáǝ̀	ìcò <u>ra</u> áǝ̀	'Do you want fish?'

Drill 4.4 Question and answer drill with RA forms:

Use the key word to form a 'yes or no' question according to the pattern and then give an affirmative answer:

Key Word

Pattern

únù

ìcòrakw'á

'Do you (sg.) want eggs?'

ée àcòròmaakw'á¹

ùnucòròakw'á

ée ányìcòraakw'á

¹The choice between junctures - that indicated by space or that marked /↑/ is a matter of speed and style of utterance. The marking here reflects the style heard on the tape.

	ée	ányịcqraakw'á	
Nd'ụ	nd'òq	cqraakw'á	
	ée	òcòraakw'á	
ịvùédé	nd'òq	vùreédé	'Did Ndu dig out coco yams?'
	ée	òvùreédé	
yá	òvùreédé		
	ée	òvùreédé	
ghị	ịvùreédé		
	ée	ávùrụmeédé	
íríazụ	írí	riazụ	'Did you (sg.) eat fish?'
hã	ée	érirĩmaazụ	
	èrĩrĩhã	áazụ ¹	
	ée	érirĩhã	
únù	ùnurí	riazụ	
	ée	ányịríríazụ	
ịkòjị	ùnuk	qorqjí	'Did you (pl.) plant yams?'
	ée	ányịkqorqjí	
ónyaa (ónye-à)	ónyòq	òkqorqjí	
	ée	òkqorqjí	
ghị	ịkqorqjí		
	ée	ákqorqjí	
ịsáakwa	ịsá	faakwa	'Did you (sg.) do the laundry?'

¹Mr. Ugorji: èrírĩhãáazụ

	<u>ìsá'faakwà</u>	'Did you (sg.) do the laundry?'
	ée á'sá'famaakwà	
yá	<u>ò'sá'faakwà</u>	
	ée ò'sá'faakwà	
í'nyùmmí'í'kwù	<u>ò'nyù'fùmmí'í'kwù</u>	'Did he drink palm wine?'
	ée ò'nyù'fùmmí'í'kwù	
únù	<u>ùnun'nyù'fùmmí'í'kwù</u>	
	ée ányì'nyù'fùmmí'í'kwù	
í'gàahya	<u>ùnugaraáhya</u>	'Did you (pl.) go to market?'
	ée ányì'garaáhya	
Nd'ù	<u>nd'ò'garaáhya</u>	
	ée ò'garaáhya	
íkumí'fí	<u>nd'ò'ókúrumí'fí</u>	'Did Ndu dip up water?'
	ée ó'kúrumí'fí	
ghí	<u>ì'kúrumí'fí</u>	
	ée é'kúrummí'fí	
hà	<u>è'kuruñhamí'fí</u> ¹	
	ée é'kuruñhamí'fí ¹	
í'zù'á'žù	<u>à'zù'ry'haá'žù</u>	'Did they buy fish?'
	ée á'zù'ry'haá'žù	
únù	<u>ùnuzù'raá'žù</u>	
	ée ányì'zù'raá'žù	

¹Mr. Ugorji: è'kuruñhamí'fí, é'kuruñhamí'fí

	ée ányìzúraáǹ̀	
ónyaà (ónye-à)	ónyòòòzúraáǹ̀	
	ée ózúraáǹ̀	
ìcòakw̃'a	<u>ónyòòòcòraakw̃'a</u>	'Did this person want eggs?'
	ée ócòraakw̃'a	
ghí	ìcòraakw̃'a	
	ée ácòròmaakw̃'a	

Some Notes on the format of the materials:

1. The student will have noticed that, commencing with this unit, a drill which is carried over from one page to the next has one pattern sentence repeated at the top of the second page. This is intended to facilitate use of the printed page with cut cards (as advocated in Instructions for Use of Drills in Unit 1) for self study of the exercise after completely oral presentation in class and/or on the tape. These sentences are not, of course, repeated on the tape.

2. To date the structure column has presented the following information about all the forms in the pronunciation column :

- a. Tone class formulae of verbs
- b. Occasional notes about the grammatical use of the form
- c. A morphemic transcription of longer utterances in which vowel assimilations and the like are not written but in which the tone pattern of the pronunciation column is maintained.

Henceforth the structure column will continue to contain information in categories (a) and (b) but morphemic transcriptions will occur only of utterances of which the structure has not been presented or is not immediately clear from the pronunciation column.

Unit 5

<u>Pronunciation</u>		<u>Structure</u>
	-A-	
é'g'o		
òlé		
é'g'oóle		é'g'o-òlé ¹
jíq̣wéeg'oóle		jí-à-q-ẉ-eg'o-òlé
	-B-	
p'énì		
àsáà		
q̣p'énìasáà		q̣-ẉ-p'énì-asáà
	-A-	
íkẉ		(H)
ànnq̣		
ágáṃíkẉgḥp'énìannq̣		á-gà-ṃ-íkẉ-gḥ-p'énì-annq̣
	-B-	
-gḥ/-gḥ		(negative suffix)
àgágḥṃíṛiyap'énìannq̣		à-gá-gḥ-ṃ-íṛ-ya-p'énì-annq̣ ²
	-A-	
kà-		(prefix to definite request or suggestion - <u>hortative form</u>)
káṃḳq̣ṇgḥ		

Basic Sentences

<u>Spelling</u>		<u>English</u>
	-A-	
ego		money
ole		how much?
ego ole		how much money?
Ji a o bu ego ole?		How much is this [bunch of] [yam]s ?
	-B-	
penny		penny
asa		seven
O bu penny asa.		It is seven pence.
	-A-	
ikwu		to pay
anq		four
Aga m ikwu gi penny anq.		I'm going to pay you four pence.
	-B-	
-gh/-gh1		
Agagh m ire ya penny anq.		I'm not going to sell it [for] four pence.
	-A-	
ka		that, let
kam kwuqni gi		then let me pay you

ìshíì

òdìmma

kámkụ̀onighị́p'enììshíì

-B-

ìzụ̀rụ̀

(HL+) ìzụ̀ + rụ̀

òdìmma zụ̀rụ̀wanị̀

- - - - -

- Numbers - 1 - 12

ótù

àbụ̀q̄

àt̄q̄

ànnq̄

ìsé/ìsó

ìshíì

àsáà

àsát̄q̄

ìtéghete

ìrí

nà-/là-

ìrílòótù

ìrí-là-ótù

ìrílàabụ̀q̄

ìrí-là-abụ̀q̄

¹The shift of tone here will be explained later.

is1/is11	s1x
Q d1 nma. Ka m kuq1 g1	All right. Let me pay you
penny is1.	s1x pence.

-B-

izuru	to buy for (oneself)
Q d1 nma. Zuruwan1.	O.K. You may buy then.
	('Go ahead and buy for
	(yourself) then.')

- - - - -

otu	1
abua	2
atq	3
anq	4
ise	5
is1	6
asa	7
asatq	8
iteghete	9
ir1	10
na	and
ir1 na otu	11
ir1 na abua	12

²Note that /e/ before /y/ becomes /i/. Similarly /a/ before /y/ becomes /ɪ/, /o/ becomes /u/ and /ɔ/ becomes /ʊ/.

Note 5.1 The Adverbial Suffix - RA

í zù 'to buy'

í zù rù 'to buy for (oneself)'

The suffix illustrated here, of which the form is /r/ plus the same vowel as the preceding syllable, is an adverbial suffix of wide usefulness, the basic sense of which is 'for the benefit of'. Without a following noun or pronoun the implication is that the benefit is for oneself - the benefit of the subject of the verb.

In the RA 'past' form of the verb the presence of this adverbial suffix results in a double RA form. When this occurs the first /r/ disappears and a long vowel results.

ó zù rù rù k wù 'He bought himself palm fruit.'

ó zù rù rù m k wù 'He bought palm fruit for me.'

Note 5.2 là/nà 'and'

This particle differs from the 'preposition' la/na in having invariable low tone while the preposition takes the tone of the following syllable. The occurrence of nà rather than là is conditioned by a nasal in the environment, commonly preceding.

Note 5.3 Numbers:

The number one, ótù, precedes the items enumerated. All other numbers follow. ótù occurs often with the sense of 'a', the indefinite article. Igbo has a dual numbering system 1 - 10, ten + one, ten + 2, etc. to 20, after which counting is by scores. Thus 70 is 'three score and ten' in Igbo, 71 'three score and ten and one' etc. Numbers above 12 will be introduced later.

Drill 5.1 Variation Drills on Basic Sentences:

Useful Words:

únèře	banana
épe	orange
ánwùřu	tobacco
mácìş(ì) ²	matches

Key Word

Pattern

	<u>ìì</u> qweeg'oòle	'How much are these yams?'
únèřáá ¹	<u>únèřáá</u> qweeg'oòle	'How much are these bananas?'
mácìsíá ²	<u>mácìsíá</u> qweeg'oòle	'How much are these matches?'
épeà	épeàqweeg'oòle	'How much are these oranges?'
ánwùřáá ¹	ánwùřááqweeg'oòle	'How much is this tobacco?'

Drill 5.2

Useful Words:

shínì/shílì	shilling
shíshì	sixpence

¹The 'demonstratives' -à/-è 'this' and áhà 'that' require a high tone preceding them regardless of the 'basic' tone of the word.

²Foreign words which end in consonants have a vowel final form before any word following without juncture.

Key Word

Pattern

	óùp'eni <u>asáà</u>	'It is seven pence.'
àbù'ò	óùp'eni <u>abù'ò</u>	
àt'ò	óùp'eni <u>àt'ò</u>	
ànn'ò	óùp'eni <u>ann'ò</u>	
ìs'ó	óùp'eni <u>ìs'ó</u>	
ìshí'ì	óùp'eni <u>ìshí'ì</u>	
àsáà	óùp'eni <u>àsáà</u>	
àsá't'ò	óùp'eni <u>àsá't'ò</u>	
ìtég'hetè	óùp'eni <u>ìtég'hetè</u>	
ìr'í	óùp'eni <u>ìr'í</u>	
ìrìl'òótù	óùp'eni <u>ìrìl'òótù</u>	
ótùsh'ínì	óùtùsh'ínì_____	'It is one shilling.'
_____n'òótùp'énì	óùtùsh'ínìn'òótùp'énì	
àbù'ò	óùtùsh'ínìn'ap'énì <u>abù'ò</u>	
àt'ò	óùsh'ínìàt'òl'ap'énì <u>abù'ò</u>	
ànn'ò	óùsh'ínìàt'òl'ap'énì <u>ann'ò</u>	
ìs'é	óùsh'ínììs'én'ap'énì <u>ann'ò</u>	
ìshí'ì	óùsh'ínììs'én'ap'énììshí'ì	
àsáà	óùsh'ínìàsáàl'ap'énììshí'ì	
àsá't'ò	óùsh'ínìàsáàl'ap'énìàsá't'ò	
ìtég'hetè	óùsh'ínììtég'hetel'ap'énìàsá't'ò	
ìr'í	óùsh'ínììtég'hetel'ap'énììr'í	
ìrìl'òótù	óùsh'ínììrìl'òótùl'ap'énììr'í	
ìrìl'àbù'ò	óùsh'ínììrìl'àbù'ò	'It is 12 shillings.'

Note 5.4 The simple form of certain verbs:

Compare:

ádìmmá	(HL)	á-dì-m-má	'I'm well.'
ìj'òǝrǝ	(HL)	ì-j'e-ǝrǝ	'Are you en route to work?'
éj'èmaáhya	(HL)	é-j'e-mǝ-áhya	'I'm en route to market.'
òléèbìishì	(H)	òléè-ebe-ì-shì	'Where are you [coming] from?'
éshìmaahya	(H)	é-shì-mǝ-ahya	'I'm [coming] from market.'
ìjaañíìgbo	(L)	ì-je-añǝ-ìgbo	'Do you know Igbo?'
òǝgǝrǝ	(H)	ò-wǝ-gǝrǝ	'What is it?'
áwǝmoonyoòwere	(H)	á-wǝ-mǝ-onye-òwere	'I'm an Owerri (person).'

In these examples the verbs *ìdì* 'to be (state or condition)', *ìj'e* 'to be en route to', *ìshì* 'to be from', *jè* 'auxiliary for customary action' and *ìwǝ* 'to be' occur in a form consisting of the root alone.

Note that *ìwǝ* and *ìshì* (Class H) have high tone in this form while the others have low tone.

These 'stative verbs' and 'auxiliary verbs' do not commonly occur in the RA form (although they may). The form illustrated here is a 'simple' or timeless form and has the same tone on the verb root as a RA form would have - i.e. the (H) class verbs are high, the others, being (HL) or (L) class verbs have low tone.

Another verb in this group which we have used (with a suffix) is *ìnò* (L) 'to be at'.

Drill 5.3 Variation Drill on a Basic Sentence with Simple Form
of a verb:

Key Word		Pattern
	ìj'òǫǫ̀rũ	Are you going to work?
áhya	ìj'aáhya	Are you going to market?
míří	ìj'emíří	Are you going to (the) water?
íkumíří	ìj'ííkumíří	Are you going to dip up water?
ínv̄	ìj'ẹ́ínv̄umíří	Are you going to drink water?
ík'únkw̄	ìj'ẹ́ík'únkw̄	Are you going to tap palm?
íkòj́	ìj'ẹ́íkòj́	Are you going to plant yams?
édè	ìj'ẹ́íkòédè	Are you going to plant coco yams?
ív̄	ìj'ẹ́ív̄uédè	Are you going to dig out coco yams?
írí	ìj'ííríedè	Are you going to eat coco yams?
ří	ìj'ííríří	Are you going to eat (food)?

Drill 5.4 Variation Drill on a Basic Sentence with the Simple Form
of a verb:

Key Word		Pattern
	éj'emǫǫ̀rũ	I'm going to work.
-íkumíří	éj'emííkumíří	I'm going to dip up water.
-ínv̄umíří	éj'emínv̄umíří	I'm going to drink water.
-ík'únkw̄	éj'emínk'únkw̄	I'm going to tap palm (wine).
-íkòédè	éj'emínkòédè	I'm going to plant coco yams.
-íkòj́	éj'emínkòj́	I'm going to plant yams.

	éj'è <u>m</u> í <u>kò</u> jí	
-ívuédè	éj'è <u>m</u> ívuédè	I'm going to dig out coco yams.
-íriří	éj'è <u>m</u> íriří	I'm going to eat (food).

Drill 5.5 Substitution Drills on the Simple Form of certain verbs:

a)

Key Word		Pattern
	ánò <u>m</u> ngáà	'I am here.'
yá	ó <u>n</u> ngáà	
ídi	ó <u>d</u> ngáà	'It is here.' ¹
há	á <u>d</u> hàngáà	
íshí	éshí <u>h</u> àngáà	'They are from here.'
àbá	éshí <u>h</u> àabá	'They are from Aba?'
mú	éshí <u>m</u> aaba ²	'I'm from Aba.'
íj'é	éj'è <u>m</u> aabá	'I'm en route to Aba.'
ányì	á <u>n</u> yìj'aabá	'We're en route to Aba.'
yá	ó <u>j</u> 'àabá	'He's en route to Aba.'
íwù	ó <u>w</u> aaba ²	'It is/was Aba.'

¹Note that the place of an inanimate thing is expressed by ídi 'to be in a state or permanent place' while the place of a creature or person is expressed by inò 'to be at, to stay'.

²This tone shift will be explained later as part of a comprehensive treatment of noun tone. Essentially what occurs is that nouns with (') basic tone pattern occur with (') tone pattern after all the high tone final verbal forms so far introduced.

b) Substitution - Correlation Drill:

Useful Words:

ndị	people (plural of <u>ónye</u>)
àmerikà	America

Key Word

Pattern

	áwụmoonyịigbo	I'm an Igbo.
àmerikà	áwụmoonyaàmerikà ¹	
hà	áwụhàndaàmerikà ¹	
ányị	ányịwụndaàmerikà ¹	
àbá	ányịwụndaàbá ¹	
mụ	áwụmoonyaàbá ¹	

Note 5.5 The Expression of Future with ígá as an auxiliary:

Note the sentence:

ágàmị́kwùghịp'enàannọ́ á-gà-mụ-ìkwù-ghị-p'enì-annọ́
 'I'm going to pay you (or I will pay you) fourpence.'

The future in Igbo is expressed by the auxiliary gà - from the verb ígá 'to go' - plus the infinitive form of the verb.

Verbs in Igbo seldom occur without an object or complement of some kind and thus in the drills below the 'key word' is often a phrase consisting of infinitive plus complement.

Drill 5.6 Substitution Drill on Future Forms:

Useful Words:

úyò/úyò/úlò/úlò	house, building	dòktò	doctor
ìhù	to see		

¹These tone shifts will be explained later.

a) Statements:

Key Word

Pattern

	<u>ágàṁíí</u> gáahya	'I'm going to go to market.'
í zù a žù	<u>ágàṁíí</u> zù a žù	'I'm going to buy fish.'
há	<u>ágàṁíí</u> zù a žù	
ínò ngáà	<u>ágàṁíí</u> ínò ngáà	'They're going to be here.'
yá	<u>ó gíí</u> ínò ngáà	
í rí rí	<u>ó gíí</u> í rí rí	'He is going to eat.'
Nd'ù	<u>nd'ù gíí</u> í rí rí	
í fù tēezhí	<u>nd'ù gíí</u> í fù tēezhí	'Ndu is going to go outside.'
mù	<u>ágàṁíí</u> fù tēezhí	
í hù dōktò	<u>ágàṁíí</u> hù dōktò	'I'm going to see the doctor.'
ányì	<u>ányì gíí</u> í hù dōktò	
í lù uyò (í lā-uyò)	<u>ányì gíí</u> í lù uyò	'We're going to go home.'
há	<u>ágàṁíí</u> í lù uyò	
í šá akwà	<u>ágàṁíí</u> í šá akwà	'They are going to wash clothes.'
mù	<u>ágàṁíí</u> í šá akwà	
í dē akwukwò	<u>ágàṁíí</u> dē akwukwò	'I'm going to write.'
yá	<u>ó gíí</u> dē akwukwò	
í shia žù	<u>ó gíí</u> í shia žù	'He's going to cook fish.'
ányì	<u>ányì gíí</u> í shia žù	

	<u>ányìgìishiaǝ̀</u>	
íj'èòwere	<u>ányìgìíj'òòwere</u>	'We're going to go to Owerri.'
Ídù	<u>índ'ùgìíj'òòwere</u>	
hã	<u>ágàhìíj'òòwere</u>	
ířùǝ̀řù	<u>ágàhìířùǝ̀řù</u>	'They are going to work.'
mù	<u>ágàmíířùǝ̀řù</u>	
yá	<u>ògìířùǝ̀řù</u>	
íkòjì	<u>ògìíkòjì</u>	'He's going to plant yams.'
ányì	<u>ányìgìíkòjì</u>	
mù	<u>ágàmííkòjì</u>	
ígàahya	<u>ágàmíígàahya</u>	'I'm going to go to market.'

b) Questions and Affirmative Answers:

Key Word

Question Pattern and Answer

	<u>ìgìízzùǝ̀</u>	'Are you going to buy fish?'
	ée <u>ágàmízzùǝ̀</u>	
únù	<u>ùnugìízzùǝ̀</u>	
	ée <u>ányìgìízzùǝ̀</u>	
yá	<u>ògìízzùǝ̀</u>	
	ée <u>ògìízzùǝ̀</u>	
íg'ùakwukwò	<u>ògìíg'ùakwukwò</u>	'Is he going to read?'
	ée <u>ògìíg'ùakwukwò</u>	
hã	<u>àgàhìíg'ùakwukwò</u>	

	àgahììg'ùakwukwò	
	ée ágàhììg'ùakwukwò	
íshìakw'á ¹	àgahììshìakw'á	'Are they going to cook eggs?'
	ée ágàhììshìakw'á	
únù	ùnugììshìakw'á	
	ée ányìgììshìakw'á	
ífùtèezhí	ùnugììfùtèezhí	'Are you going to go outside?'
	ée ányìgììfùtèezhí	
ghí	ìgììfùtèezhí	
	ée ágàmììfùtèezhí	
ízùazù	ìgììzùazù	
	ée ágàmùzùazù	

¹This shift of tone from the 'basic' tone of àk'á will be treated later.

Basic Sentences

<u>Spelling</u>		<u>English</u>
	-A-	
ole ihe		what (thing)?
o meghe		he is doing
Ole ihe onye a meghe?		What is this person doing?
	-B-	
Ọ kọgha ede.		He's planting coco yams.
	-A-	
nkea		this
Onye nkea, o meghe gini?		This person, what's he doing?
	-B-	
Ọ nughā mīrī.		He's drinking water.
	-A-	
ice		to think, to suppose
ma		that, whether, but
E cere m ma ọ nughā		I thought that he was drinking
nmanyi nkwi.		palm wine.
	-B-	
añu		drinking
I je añu nmanyi nkwi?		Do you (customarily) drink
		palm wine?

-A-

m̃?m̃/ě?ě

nà

auxiliary verb for present
action

hỹémnèe jàaṇú

hỹé-m-nà-e jè-aṇú

ṅgwò

m̃?m̃ hỹémnèe jàaṇúwụ-

m̃?m̃ hỹe-m-na-é jè-aṇú-wụ-mm̃ĩ-

mm̃ĩṅgwò

ṅgwò

¹This tone shift will be explained later.

Note 6.1 The 'Progressive' Verb form with suffix -ghe, -gha.

Compare:

òlééhỹoonyaàmeghe

òléé-hỹe-onye-à-meghe

'What is this person doing?'

ókògheédè

ókògha-édè

'He is planting coco yams.'

òmeghegírì

ò-meghe-gírì

'What is he doing?'

ónúghamĩfĩ

ónúgha-mĩfĩ

'He is drinking water.'

écèremmòqṇúghamm̃ĩṅkwù

é-cère-m-ma-q-ṇúgha-mm̃ĩ-ṅkwù

'I thought that he was drinking palm wine.'

-A-

uh uh/no

na

ihe m na eje ańu

thing I presently

customarily drink

ngwq

raffia palm

E-e, ihe m na eje ańu bu

No, what I drink is raffia

nmanyi ngwq

palm wine. ('Thing I

presently customarily drink

is raffia palm wine.')

These sentences illustrate the verb form which consists of the root plus -ghe or -gha which signifies continuous, progressive or repeated action in either present or past. The tone of the root is the same as that of the RA form - high (or mid after a high-tone pronoun prefix) for (H) class verbs, low for (HL) and (L) class verbs. Verbs which occur in a 'simple' form (see Note 4.4) do not commonly have a 'progressive' form.

Drill 6.1 The progressive forms of verbs:

a) Class (H) Verbs:

Key Word

Pattern

ányì

órigheń1

'He is eating.'

ányìrigheń1

	<u>ányìríghefí</u>	
mù	<u>érìghemfí</u>	
íg 'ùakwúkwò	ág 'ùghamaakwúkwò	'I'm reading.'
yá	óg 'ùghaakwúkwò	
nd'ù	nd'ùg 'ùghaakwúkwò	
íráahya (íré-ahya)	<u>nd'ùréghaahya</u>	'Ndu is selling.' (-is a salesman)
hà	<u>érèghehàahya</u> ¹	
ĩsàakwà	ásàghahàakwà ²	'They are doing laundry.'
mù	ásàghamaakwà	
ányì	ányìsàghaakwà	
ík 'ùṅkwù	<u>ányìk 'ùghaṅkwù</u>	'We're tapping palm wine.'
yá	ók 'ùghaṅkwù	
ìṅṅmĩĩ	òṅṅghammĩĩ	'He's drinking wine.'
há	ánùghahàmmĩĩ ³	
írĩfí	érìghèhàfí ⁴	'They're eating.'
yá	órighefí	

¹Mr. Ugorji's pronunciation: érèghehàahya

²Mr. Ugorji's pronunciation: ásàghahàakwà

³Mr. Ugorji's pronunciation: ánùghahàmmĩĩ

⁴Mr. Ugorji's pronunciation: érìghèhàfí

b) Questions and Affirmative Answers with class (H) verbs:

Key Word	Pattern and Answer	
	<u>ìrígheří</u>	'Are you (sg.) eating?'
	ée éříghemrí	
únù	ùnur <u>ìgheří</u>	
	ée ányìrígheří	
íkumíří	ùnukúghemíří	'Are you dipping up water?'
	ée ányìkúghemíří	
yá	òkúghemíří	
	ée ókúghemíří	
íréažù	òréghaažù	'Is he selling fish?'
	ée óréghaažù	
Nd'ù	nd'ùoréghaažù	
	ée óréghaažù	
ìg'ùakwúkwo	nd'ùog'ùghaakwúkwo	'Is Ndu reading?'
	ée óg'ùghaakwúkwo	
ghí	ìg'ùghaakwúkwo	
	ée ág'ùghamaakwúkwo	
únù	ùnug'ùghaakwúkwo	
	ée ányìg'ùghaakwúkwo	
íríří	ùnur <u>ìgheří</u>	
	ée ányìrígheří	
ghí	ìrígheří	
	ée éříghemří	

c) Drill on (HL) class verbs:

Useful Words:

ánu meat

cínyèře (girl's name)

Key Word	Pattern	
	<u>ó</u> dèghaákwúkwọ	'He is writing.'
ányị	<u>ányi</u> dèghaákwúkwọ	
mụ	<u>é</u> dèghemaákwúkwọ	
ịcọ́ọ́řụ	ácọ́gha <u>m</u> ọ́ọ́řụ	'I am wanting work.'
yá	ọ́cọ́gho <u>o</u> ọ́řụ	
ízụ́anụ	ọ́zụ́gha <u>á</u> nú	'He's buying meat.'
hã	ázụ́gha <u>h</u> ãánu	
Nd'ụ	nd'ụzụ́gha <u>á</u> nu	
ĩhụ́dọ́ktọ́	nd'ụhụ́gha <u>d</u> ọ́ktọ́	'Ndu is seeing the doctor (-receiving treatment).'
ányị	ányi <u>h</u> ughadọ́ktọ́	
íshìří	ányi <u>sh</u> igherí	'We are cooking.'
cínyèře	<u>c</u> ínyèreshigherí	
mú	é <u>sh</u> ighemří	
ídeákwúkwọ	édèghema <u>a</u> ákwúkwọ	'I'm writing.'
yá	ódèghaákwúkwọ	

d) Question and Affirmative Answer Drill with (HL) class verbs:

Key Word	Pattern	
	ùnudeghaákwúkwọ	'Are you (pl.) writing?'
	ée ányideghaákwúkwọ	
ghí	ìdegghaákwúkwọ	
	ée ↑ édèghemaákwúkwọ	
ìzùáǹù	ìzùghaáǹù	'Are you (sg.) buying fish?'
	ée ↑ ázùghamaáǹù	
yá	òzùghaáǹù	
	ée ↑ ózùghaáǹù	
íshínhỹe	òshighenỹe	'Is she cooking?'
	ée ↑ óshighenỹe	
únù	ùnushighenỹe	
	ée ↑ ányishighenỹe	
cínyèrẹ	cínyèrẹooshighenỹe	
	ée ↑ óshighenỹe	
íménhỹe	cínyèrẹomeghenỹe	'Is Chinyere doing some- thing?'
	ée ↑ ómèghenỹe	
ghí	ìmeghenỹe	
	ée ↑ ámèghemnhỹe	
ídeákwúkwọ	ìdegghaákwúkwọ	'Are you (sg.) writing?'
	ée ↑ édèghemaákwúkwọ	

únù ée ↑ édèghemaákwúkwò
 ùnudeghaákwúkwò
 ée ↑ ányìdegghaákwúkwò

e) Drill on class (L) verbs:

Useful Word:

écìce thought

Key Word	Pattern	
yá	ákòghamjí	'I'm planting yams.'
ívvùédè	ókòghají	
ányì	óvvùgheédè	'He's digging out coco yams.'
cínyèře	ányìvvùgheédè	
íyòìgbúrụ	cínyèřevùgheédè	
mù	cínyèřeyòghìgbúrụ	'Cinyere's sifting cassava.'
ícèécìce	áyòghamìgbúrụ	
hã	écèghemeécìce	'I'm thinking.'
Nd'ù	écèghehèécìce	
íkòjí	nd'ùcegheécìce	
mù	nd'ùkòghají	'Ndu's planting yams.'
mù	ákòghamjí	

f) Question and Affirmative Answer Drill on (L) class verbs:

Key Word	Pattern	
	<u>ìvùgheédè</u>	'Are you (sg.) digging out coco yams?'
	ée ávùghameédè	
cínyèfè	<u>cínyèfòqvùgheédè</u>	
	ée óvùgheédè	
íyòìgbùrù	<u>cínyèfòqoyòghììgbùrù</u>	'Is Chinyere sifting cassava?'
	ée óyòghììgbùrù	
únù	<u>ùnuyòghììgbùrù</u>	
	ée ↑ ányìyòghììgbùrù	
ícèécìce	<u>ùnucegheécìce</u>	'Are you (pl.) thinking?'
	ée ↑ ányìcegheécìce	
hǎ	<u>èceghehèécìce</u>	
	ée éceghehèécìce	
ìvùédè	<u>àvùghahèédè</u>	'Are they digging out coco yams?'
	ée ávùghahèédè	
ghí	<u>ìvùgheédè</u>	
	ée ↑ ávùghameédè	

<u>Pronunciation</u>		<u>Structure</u>
	-A-	
òlééhĩĩrèghe		òléé-hĩe-ĩ-règhe
	-B-	
érèghemuunèfè		é-règhe-mũ-unèfè
	-A-	
òlòóle		òlé-óle ¹
ìrèghehèeg'oolòóle		ì-règhe-hà-eg'o-óle ¹ -óle
	-B-	
ówáannọp'enì		ó-wũ-annọ ¹ -p'enì
	-A-	
ìzũĩ		(HL)
tọrọ		
zũĩmĩĩrĩlàatọtọrọ		zũĩ-mũ-ĩrĩ ¹ -là-atọtọrọ
	-B-	
ódìmmá zùrűwanĩ		
	-A-	
íwè		(L)
íwèrè		(L)
ínyè		(H)
céènjĩ		

Basic Sentences

<u>Spelling</u>	<u>English</u>
	-A-
Ole ihe i reghe?	What are you selling?
	-B-
Ereghe m unere.	I'm selling bananas.
	-A-
ole ole	how much [for] how many?
I reghe ha ego ole ole?	How are you selling them?
	('Are you selling them how much money for how many?')
	-B-
Q bu anq penny.	It is four [for a] penny?
	-A-
izui	to sell to
tqrq	three pence
Zui m iri na atq tqrq.	Sell me thirteen for three pence.
	-B-
Q di nma, zuruwani.	Alright. You may buy.
	-A-
iwe	to take
iwere	to take for (oneself)
inye	to give
change	change

wèréneeg'ò nyémceènjɪ

wèréni-eg'ò nyé-m'-ceènjɪ

-B-

-c'e/-c'a

(adverbial suffix for
completion or entirety)

ízùc'a

ízù + c'a (HL)

ízùrùc'a

ízùrù + c'a (HL)

zùrùc'a-animìya

zùrùc'a-nì-mù-ya

-A-

òdíghì

ò-dí-ghì

nné

ṛwáñne

ṛwá-ñne¹

òdíghì ṛwáñnem

ò-dí-ghì ṛwá-ñne-m

ízù

(L)

kééezùóle

ké-á-ezùóle

-B-

òdìmmi iméene

¹These tone shifts are explained below.

Wereni ego nyem change.

Then take the money. Give me
change.

-B-

-cha

(finish doing ---)

izucha

to buy up, to buy all

izurucha

to buy all for (oneself)

Zuruchani my ya.

Buy it all [from] me. ('Then
buy it all up for me.').

-A-

o dighi

no

nne

mother

nwanne

mother's child (sister
or brother)

O dighi nwannem.

No, sister.

izu

to be finished, to be
complete

Nkea ezuole.

This is enough. ('This has
finished.')

-B-

O di nma i meene.

O.K. Thank you.

Note 7.1 Noun Classes and Variant Tone Patterns on Nouns

Igbo grammar uses tone patterning to signal grammatical relationships. Some of the shifts of tone from the 'basic' tones of nouns and verbs are conditioned by phonological environment - that is, by the tones of adjoining forms. But a far larger number of such tone changes are conditioned by the requirements of the grammar.

Most Igbo nouns are of two or more syllables. There are, on the basis of their tone patterns, five classes of two-syllable nouns, of which two are conveniently treated as sub-classes of Class I since they occur in most contexts with identical tone patterns. There are also a few irregular nouns (here marked irr.):

Class I

Pattern (‘‘) high-high:

Examples:	ég'ò	'money'	ánụ	'meat'
	áhya	'market'	íshì	'head'
	ńkwụ	'oil palm'	mmị́ (irr.)	'wine'

Class IA

Pattern (‘’), high-mid:

Examples:	mífì (irr.)	'water'	gírì	'what'
	ág'ụ	'leopard'		

Class IA is small and will not be further distinguished from Class I in this discussion.

Class II

Pattern (‘‘), low-high:

Examples:	àhụ	'body'	àkw'á	'egg'
	òlé	'how many'	àgá	'going'

èzhí	'compound'	àfú	'going out' (L)
ànyí	'us'	àṇú	'drinking' (H)
		àgá	'going' (HL)

Note that the verbal noun forms of (H) and (HL) verbs and one of the alternate verbal noun forms of (L) verbs belong to this noun class.

Class III

Pattern (ˊˋ) high-low:

Examples:	ákwa	'cloth'	ázà	'sweeping' (L)
	áẓù	'fish'	únù	'you (pl.)'

Note that one form of the verbal noun of class (L) verbs belongs in this class.

Class IV

Pattern (ˋˋ) low-low:

Examples:	àla	'ground, country, down'
	ṅku	'wing, fan'
	ìt'e	'pot'

Class IV is relatively small and contains no verbal forms, no 'pronouns' and few proper names.

In addition to their tone-class membership nouns also may be classified in other ways - for example proper names display different behavior in some structures than common nouns.

Nouns of three or more syllables pattern generally in phrases like two-syllable nouns - entering into phrase structures with preceding forms like nouns with the tone pattern of their first two syllables and with succeeding forms like nouns with the tone pattern of their final two syllables. Thus òkúkò 'chicken' combines with preceding nouns like a Class II (ˋˋ) noun and with

succeeding nouns like a Class III (‘‘) noun.

Some nouns and all adjectives (which are rare - we have seen only *óma* 'good') have invariable tone patterns. Among the nouns of this group we have seen are *ákwýkwọ́*, *óshishí*, *p'énì* (and most words borrowed from English). Nouns with invariable tone patterns are likely to be borrowed words from non-Igbo sources.

The following discussion may sound highly complex and impossible to remember or to apply. But, in fact, common nouns of Classes I, II, III and IV occur in various syntactic environments with one or the other of only two tonal patterns:

	First Tone Pattern	Second Tone Pattern
Class I	‘‘	‘‘
Class II	‘‘(‘‘) ¹	‘‘
Class III	‘‘	‘‘
Class IV	‘‘	‘‘

Proper nouns (names of persons or places) of Class III have an additional tone pattern (‘‘) in certain environments (see the discussion of environment 4 below).

While the particular environments in which these tone patterns occur vary with some complexity as explained below, essentially what is required of the student at this point is a general comprehension of the problem so that as examples occur in drill he may practice them without being troubled by lack of understanding of what is occurring.

In discussing the tonal patterns of nouns we recognize four different basic environments of nouns.

¹Class II nouns have the pattern ‘‘ in those syntactic environments where the first tone pattern is required when there is a non-low tone preceding in the construction. e.g. *íṣá + èzhí* - *íṣéèzhí* 'to wash the compound'.

Environment 1-In subject position, as object of the preposition /la-/na-/ 'in, on, at, etc.', and as first object in an independent clause of any verb form lacking the vowel suffix (or a high tone adverbial suffix) - which includes all the verb forms treated to date - nouns occur in environment 1.

In environment 1 nouns of all classes have their first tone patterns. Class II (``) nouns occur after any non-low tone with `` (high-high) tone pattern. Examples:

Infinitive	(H)	(HL)	(L)
+ Class I	íṅṅṅkwṗ (``)	ízṗepe (``)	ízááhya (``)
+ Class II	írèakw'a (``)	ízṗakw'a (``)	ízàezhí (``)
+ Class III	íṅṅṅwò (``)	ízṗunèfè (``)	íkòédè (``)
+ Class IV	írèàla (``)	ízṗàla (``)	ízáala (``)
RA form	(H)	(HL)	(L)
+ Class I	óṅṅṅṗṅkwṗ (``)	ózṗreépe (``)	ózàraáhya (``)
+ Class II	órèraakw'a (``)	ózṗraakw'a (``)	ózàreezhí (``)
+ Class III	óṅṅṅṗṅwò (``)	ózṗruúnèfè (``)	ókòreédè (``)
+ Class IV	órèraàla (``)	ózṗraala (``)	ózàraala (``)
Simple form	(H)	(HL)	(L)
+ Class I	ówṗahya (``)	ój'èáhya (``)	-----
+ Class II	ówṗaba (``)	ój'èabá (``)	-----
+ Class III	ówṗnd'ù (``)	ój'èúmùáhyà (``)	ócèécìce (``)
+ Class IV	ówṗàla (``)	-----	-----

Progressive form	(H)	(HL)	(L)
+ Class I	órègheepe (‘‘)	ózùghaépe (‘‘)	ózàghaáhya (‘‘)
+ Class II	órìghaakw̃'a (‘‘)	ózùghaakw̃'á (‘‘)	ózàgheezhí (‘‘)
+ Class III	órèghuunèfè (‘‘)	ózùghuúnèfè (‘‘)	ózàghuúyò (‘‘)
+ Class IV	órèghaàla (‘‘)	ózùghaala (‘‘)	ózàghaala (‘‘)

Environment 2 of nouns includes positions as first object of certain verb forms which have not yet occurred. These will be treated later.

Environments 3 and 4 are first and second positions in compounds consisting of two nouns. Examples of this type of compounding which have occurred in units to date are:

3	4
(II) (ṛ)ṛwá + ók'e (I) →	ṛwóok'è/ṛwóok'ò
(I) ég'o + òlé (II) →	ég'oóle
(I) mmĩĩ + ṛkw̃ (I) →	mmĩĩṛkw̃
(II) òlé + òlé (II) →	òlóóle
(I) ég'o + òlóóle (II) →	ég'oóloóle ¹

Other compounds, with Class III + Class IV nouns in environment 4, have occurred: e.g. mmĩĩ + ṛgwò → mmĩĩṛgwò but, as these do not entail shifts from first tone pattern, it is not helpful to list them.

¹In this phrase the middle 'word' òlé is in environment 3 relative to the following form but the phrase òlóóle is, as an entirety, in environment 4 after ég'o. In such cases the first tone of the phrase in environment 4 may show the characteristic tone of that environment but otherwise the tones of such phrases are invariable. Contrast: àkw̃ég'ò 'a paying money', àkw̃ég'oóle 'a paying how much money?'.
 154

Environment 3 in the examples above contains only Class I and Class II nouns, which there have their first tone pattern. Class III and Class IV in this environment occur with their first tone pattern (´) and (´´) before a following high tone (unless the second word is a proper name):

ázaáhyà 'sweeping [the] market'

ákòédè 'cultivating coco yams'

but with their second tone pattern - a high-mid (´´) pattern (Class III) and a low high (´´) pattern (Class IV) - before proper names and low tone initial (Class II + Class IV) nouns:

(III) áza + èzhí ázéèzhi 'sweeping the compound'

(III) áza + àla ázaàla 'sweeping [the] ground'

(III) úyò + ámaakò úyòamaakò 'Amako's house'

(IV) ñku 'wing' + égbé 'hawk' (I) ñkúegbé 'wing of [the] hawk'

(IV) àla + èzhí àléèzhi 'ground of the compound'

(IV) àla + ámaakò 'Let the family line not lack' - proper name for a male àláamaakò 'Amako's land'

The effect of these tonal shifts is to produce in environment 3 (modified) forms which have final non-low tone.

In environment 4 as can be seen from the examples above, Class I has its second tone pattern, high-mid (´´). Class II has its second tone pattern, mid-high (´´). Classes III and II have their first tone patterns except that proper names of Class III (e.g. nd'ù, cídì) occur with a mid-low (´) pattern in 'possessive compounds'. (Note: Class II nouns following invariable nouns which end on low tone have their first (´) tone pattern - this being the only situation in which Class II nouns occur in environment 4 preceded by a low tone:

$p'énìíshíí$ 'six pence'
 Contrast: $íyííshíí$ 'six streams'

Examples of Modification and Possessive Compounds:

Environment 3 + Environment 4

Class I + Class I

$ík'e + \boxed{ényí \text{ 'elephant'}}$ \rightarrow $íkeenýí$ 'strength of the elephant'
 $mífi + \boxed{íyí \text{ 'stream'}}$ \rightarrow $mífiíyí$ 'water of the stream - river water'

Class II + Class I

$ák\tilde{w}'á + égbé \rightarrow ák\tilde{w}'áegbé$ 'hawk egg' (a modification compound)
 $èzhí + ámaakò \rightarrow èzhíamaakò$ 'Amako's compound' (a possessive compound)

Class III + Class I

Note Contrast $\left\{ \begin{array}{ll} \acute{y}y\grave{o} + \acute{a}g'\grave{y} \rightarrow \acute{y}y\grave{o}\acute{a}g'\grave{y} & \text{'The house of the leopard (modification compound)} \\ \acute{y}y\grave{o} + \acute{a}maakò \rightarrow \acute{y}y\grave{o}\acute{a}maakò & \text{'Amako's house' (possessive compound)} \end{array} \right.$

Class IV + Class I

Note Contrast $\left\{ \begin{array}{ll} \grave{n}ku + égbé \rightarrow \grave{n}kuégbé & \text{'wing of the hawk' (m.c.)} \\ \grave{a}la + ámaakò \rightarrow \grave{a}láamaakò & \text{'Amako's land' (p.c.)} \end{array} \right.$

Class I + Class II

$ńdị + àbá \rightarrow ńdịába$ 'people of Aba' (m.c.)
 $ánụ + òkụkò \rightarrow ánụòkụkò$ 'chicken meat' (m.c.)

Class II + Class II

$èré + àk\tilde{w}'á \rightarrow èréák\tilde{w}'á$ 'selling eggs' (m.c.)
 $ák\tilde{w}'á + òkụkò \rightarrow àk\tilde{w}'áòkụkò$ 'chicken eggs' (m.c.)

Class III + Class II

áfù + èzhí → áfùèzhí 'going outside' (m.c.)

óbì 'heart' + òkúkù → óbìòkúkù 'Njoku's heart' (p.c.)

Class IV + Class II

òkúkù + òkúkù → òkúkùòkúkù 'chicken wing' (m.c.)

ìt'e + òkúkù P.N. → ìt'èòkúkù 'Njoku's pot' (p.c.)

Class I + Class III

Note Contrast { íshí + ážù → íshíážù 'fish head' (m.c.)
 íshí + òkúkù → íshíòkúkù 'Ndu's head' (p.c.)

Class II + Class III

Note Contrast { àžù + òkúkù → àžùòkúkù 'buying bananas' (m.c.)
 èzhí + òkúkù → èzhíòkúkù 'Ndu's compound' (p.c.)

Class III + Class III

Note Contrast { òkúkù + òkúkù → òkúkùòkúkù 'your (pl.) chicken' (m.c.)
 òkúkù + òkúkù → òkúkùòkúkù 'Ndu's house' (p.c.)

Class IV + Class III

Note Contrast { ìt'e + òkúkù → ìt'èòkúkù 'your (pl.) pot' (m.c.)
 ìt'e + òkúkù → ìt'èòkúkù 'Ndu's pot' (p.c.)

Class I + Class IV

íme + ìt'e → imeìt'e 'inside of the pot' (m.c.)

(Proper names of Class IV are rare, hence no examples are given of p.c. - but there is no contrast here between p.c. and m.c.)

Class II + Class IV

èré + àla → èréàla 'selling land'

Class III + Class IV

óbì + òvu 'coucal - a type of bird' → óbì'òvu 'heart of the coucal'

Class IV + Class IV

ṅku + òvu → ṅkú'òvu 'wing of the coucal'

The 'object' and possessive pronouns and high tone monosyllabic nouns like jí 'yam' and ńí 'food' occur in environment 1 with high tone:

íkò'jí 'to cultivate yams'

ízù'jí 'to buy yams'

The 'object/possessive' pronouns are:

m{ù} 'me, my'

ghí 'you (sg.) your (sg.)'

yá 'him (her, etc.), his (hers, its)'

há 'them, their'

[The polysyllabic object and possessive pronouns belong to noun classes.

ànyí 'our' (II)

únù 'your (pl.)' (III)]

The monosyllabic object/possessive pronouns occur in environment 4 after non-low tone with mid tone, that is, they behave tonally like the second syllables of Class I nouns. Thus the monosyllabic pronouns enter into verb-object and modification structures as follows:

ícòm 'to look for me' (environment 1)

àcòghí 'looking for you' (environment 4)

íkèleyá 'to greet her' (environment 1)

Class I + Pronoun (environment 4)

íshɪ + m̃ → íshɪm̃ 'my head'

Class II + Pronoun

èzhí + gh̃ɪ → èzhígh̃ɪ 'your (sg.) compound'

Class III + Pronoun

úyò + yá → úyìyá 'his house'

Class IV + Pronoun

àla + ñá → àláñá 'their land'

With ànyɪ́ and únù (Class II + III respectively):

Class I + ànyɪ́

íshɪànyɪ́ 'our heads'

Class II

èzhíànyɪ́ 'our compound'

Class III

úyàànyɪ́ 'our house'

Class IV

àláànyɪ́ 'our land'

Class I + únù

íshɪunù 'your (pl.) heads'

Class II

èzhíunù 'your compound'

Class III

úyòúnù 'your house'

Class IV

àlaúnù 'your land'

Note 7.2 The auxiliary nà/là and jè with the verbal noun:

7.2.1 The verbal noun form of (HL) and (H) class verbs has a high tone on its root preceded by a low tone vowel prefix e or a and, as a noun of Class II, is subject to the tone shifts noted in 7.1 above: It is frequently used following a form of the same verb when the verb has no (other) object or to emphasize the actuality of the action.

With the verbs so far presented the following infinitive-verbal noun combinations occur. Note that following the infinitive vowel - assimilation does not take place. Drill these examples in class (they do not occur on the tape):

a) Class (H)	ít'è + èt'è	ít'èet'e	'to awaken (an awakening)'
	írì + èrí	írìerì	'to eat (an eating)'
	ík'ù + àk'ù	ík'ùak'ù	'to tap (a tapping (wine))'
	íṣá + àṣá	íṣáaṣá	'to wash (a washing)'
	ínú + ànú	ínúanú	'to drink (a drinking)'
	íg'ù + àg'ù	íg'ùag'u	'to read (a reading)'
	írè + èré	írèere	'to sell (a sale)'
	íkú + èkú	íkúeku	'to dip up (a dipping up)'
	ík'wù + àk'wù	ík'wùak'wù	'to pay (a paying)'
b) Class (HL)	ídì + àdì	ídìadì	'to be (a being)'
	ícó + àcó	ícóacó	'to want (a wanting)'

ígá + àgá	ígáaga	'to go (a going)'
íbyá + àbyá	íbyáabya	'to come (a coming)'
íj'é + èj'é	íj'éej'e	'to be en route (a being en route)'
írú + àrú	írúarú	'to work (a working)'
íyó + ayó	íyóayó	'to return (a returning)'
idé + èdé	idéede	'to write (a writing)'
ízú + àzú	ízúazú	'to purchase (a purchase)'
íshí + èshí	íshíeshí	'to cook (a cooking)'
ímé + èmé	íméeme	'to do (a doing)'
ílá + àlá	íláaala	'to go home (a going home)'
ímú + àmú	ímúamú	'to give birth (a giving birth)'
ínú + ànú	ínúanú	'to hear (a hearing)'
íhú + àhú	íhúahú	'to see (a seeing)'
ízú† + àzú†	ízú†azú†	'to sell to (a selling to)'

Note 7.2.2

Class (L) verbs have two possible tone patterns on their verbal nouns. After the infinitive of the verb either is possible - (``) or (``). After the auxiliary ná and other auxiliaries taking

the verbal noun only the one with `` tone pattern occurs. In constructions with one verbal noun following another the first is with pattern ``, the second with ``.

Examples

ifùáfú 'to go out (a going out)'
 or ifùáfù
 ònàáfù --- 'He is going out ----'
 ònàáfùáfú 'He is going out (a going out).'

Drill these examples:

Class (L):

ifùáfù	or	ifùáfú	'to go out (a going out)'
íkòákò		íkòákó	'to cultivate (a cultivating)'
ìvùávù		ìvùávú	'to dig out (a digging out)'
ìnòánò		ìnòánó	'to be at (a being at)'
ízùézù		ízùézú	'to be complete (a being complete)'
íyòáyò		íyòáyó	'to sift (a sifting)'
ícèécè		ícèécé	'to think (a thinking)'

Verbs with adverbial suffixes:

ifùtaáfùtá	or	ifùtaafutá	'to come out (a coming out)'
ìnòdúanòdú		ìnòdúanodú	'to be seated (a being seated)'
(HL) ìzùrụazurụ			'to purchase (a purchasing)'

The auxiliaries nà/là and jè also have verbal noun forms as we noted in the structure:

hỹémnèejèanú 'Thing I presently am accustomed to drink.'
 (hỹé-m-nà-ejè-anú)

Here we see the first form of the verbal noun of class (L): éjè with low tone on its root following the auxiliary nà.¹ This verb phrase signifies present action but not necessarily actually going on at the present moment. It often translates 'about to'.

Examples of the verb phrase with nà and various verbal nouns are:

ánàmaak'úṅkwù	'I'm about to tap wine.'
	'I'll tap wine now.'
ánàmaacóqǫrù	'I'm about to look for work.'
	'I'll look for work now.'

Contrast:

ágàmíicóqǫrù	'I'm going to look for work.'
ácòghamqǫrù	'I'm looking for work' (I've already been looking and still am. I'm in the process of looking.)

As can be seen the difference between the progressive form with -ghe/-gha and the verb phrase with nà is quite subtle and often they are used interchangeably. Actually the progressive form emphasizes the constant or repeated nature of the action while the verb phrase with nà is simply present or presently intended action. Thus one who is en route to the stream to dip water may say:

éj'èmiíkumířì	'I'm en route to dip up (fetch) water.'
---------------	---

One who has been asked to fetch water and is going to do it a little later may say:

ágàmííkumířì	'I'm going to fetch water.'
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One who is about to dip the water but hasn't quite started or who is just starting may say:

¹The tone of nà is here shifted (to mid) because it is in an adjective clause. This will be treated in detail later in the course.

ánàmeekúmiří¹ 'I'm dipping water.' or
'I'm about to dip water.'

While one who has been dipping for some time and is still doing so may say:

ékùghemmiří 'I'm dipping water.'

The auxiliary jè signifies customary or habitual action. So one whose regular task is to fetch water may say:

éjèmeekúmiří¹ 'I fetch water.'

The form with both nà and jè which we have seen is used in subordinate (modifying) clauses.

hýémnéejèekúwumiří 'The thing I dip up is water.'
or

hýémnéejèeméwumikúmiří 'The thing I customarily do is to fetch water'.

When a verbal noun following auxiliaries nà or jè has no other object a second verbal noun may occur as the object. With (L) class verbs this second verbal noun - following 'the same' verb has a low high tone pattern:

ánàmaákòakó 'I'm about to plant (a planting).'

This form is usually heard as an answer:

ìlaákòjì 'Are you about to plant yams?'

ée ánàmaákòakó 'Yes, I'm about to plant.'

The occurrence of nà or là is generally conditioned by the presence or absence in the environment of a nasal. Thus in first person nà is universal because of the /m/ of the singular and the /ny/ in ányì. In second plural it is conditioned by the /n/ of únù and in third plural by the /h/ of hà.

¹miří is irregular in having a high-mid (Class IA) first tone pattern but a mid-high (Class II) second tone pattern.

Drill 7.1 là/nà auxiliary, plus verbal noun, with practice on the tone patterns of nouns:

a) Class (H)

Key Word	Pattern	
	ánàmeeríazù	'I'm eating fish.'
hã	ánàñheeríazù	
íréakw'a	ánàñheeréakw'a	'They're selling eggs.'
yá	ólèeréakw'a	
íg'ùakwukwọ	ólàag'ùakwukwọ ¹	'He is reading.'
Nd'ù	nd'ùlaag'ùakwukwọ	
ísáájì	nd'ùlaasáájì	'Ndu is washing yams.'
ányị	ányìnāasáájì	
íkúmirí	ányìneekúmirí	'We are fetching water.'
mù	ánàmeekúmirí	
ík'ùkwù	ánàmaak'ùkwù	'I am tapping wine.'
yá	ólàak'ùkwù	
írìunèře	ólèeríunèře	'He is eating bananas.'
hã	ánàñheeríunèře	

b) Question and Affirmative Answer Drills with Class (H) verbs:

Key Word	Pattern	
	ùnuneeríunèře	'Are you (pl.) eating bananas?'
	ée ányìneeríunèře	

¹akwukwọ has an invariable tone.

	ée anyìneeríunèře	
ghị	ìleeríunèře	
	ée anàmeeríunèře	
irèjị	ìleeréjị	'Are you (sg.) selling yams?'
	ée anàmeeréjị	
cínyèře	cínyèřqqléeréjị	
	ée q̄lèeréjị	
ĩs̄aakwà	cínyèřqqlaas̄aakwà	'Is Chinyere doing the laundry?'
	ée q̄lāas̄aakwà	
únù	ùnunaas̄aakwà	
	ée anyịnaas̄aakwà	
íkumĩřị	ùnuneekúmiřị	'Are you (pl.) fetching water?'
	ée anyịneekúmiřị	
ghị	ìleekúmiřị	
	ée anàmeekúmiřị	

c) Class (HL)

Key Word

Pattern

	ánàmaagúumùáhya	'I'm about to go to Umuahia.'
yá	q̄lāagúumùáhya	
ishiažù	q̄lèeshiažù	'She's cooking fish.'
mù	ánàmeeshiažù	
hã	ánàheeshiažù	
ĩlāulò	ánàh̄aalúuyò	'They are about to go home.'

	ánà <u>h</u> aalúuyò	
ányị	ányịnaalúuyò	
mụ	ánàma <u>a</u> alúuyò	
ídènhỹe	ánà <u>m</u> eedénhỹe	'I 'm writing something.'
yá	ólèedénhỹe	

d) Questions and Affirmative Answers (HL):

Key Word

Pattern

	ùnuneej'éumùáhya	'Are you (pl.) en route to Unuahia?'
	ée ányịneej'éumùáhya	
íshiažù	ùnuneeshiažù	
	ée ányịneeshiažù	
ghị	ìleeshiažù	'Are you cooking fish?'
	ée ánàmeeshiažù	
cínyèrè	cínyèròqleeshiažù	
	ée ólèeshiažù	
ídènhỹe	cínyèròqleedénhỹe	'Is Chinyere writing something?'
	ée ólèedénhỹe ¹	
únù	ùnuneedénhỹe	
	ée ányịneedénhỹe	
ílàúyò	ùnunaalúyò	'Are you (pl.) going home?'
	ée ányịnaalúyò	

¹Mr. Ahaghotu pronounces nhỹe with final low rather than mid tone.

e) Class (L)

Key Word	Pattern	
	<u>ánàmaáfù'èzhì</u>	'I'm going outside.'
hã	<u>ánàhãáfù'èzhì</u>	
ìvù'èdè	<u>ánàhãávù'èdè</u>	'They're digging up coco yams.'
ányì	<u>ányìnaávù'èdè</u>	
ìnòngáà	<u>ányìnaánòngáà</u>	'We are (staying) here.'
nd'ù	<u>nd'ùlāánòngáà</u>	
yá	<u>òlāánòngáà</u>	
ìyò'ìgbùrù	<u>òlāáyò'ìgbùrù</u>	'She is sifting cassava.'
mù	<u>ánàmaaáyò'ìgbùrù</u>	
cínyèfè	<u>cínyèfèlāáyò'ìgbùrù</u>	
ìfù'èzhì	<u>cínyèfèlāáfù'èzhì</u>	'Chinyere is going outside.'
mù	<u>ánàmaáfù'èzhì</u>	

f) Questions and Affirmative Answers Class (L)

Key Word	Pattern	
	<u>ùnunaáfù'èzhì</u>	'Are you (pl.) going outside?'
	ée <u>ányìnaáfù'èzhì</u>	
yá	<u>òlāáfù'èzhì</u>	
	ée <u>òlāáfù'èzhì</u>	
ìkòjì	<u>òlāákòjì</u>	'Is she planting yams?'
	ée <u>òlāákòjì</u>	

	ée	ólaákòjì	
cínyèfè	cínyèfè	ólaákòjì	
	ée	ólaákòjì	
ínòngáà	<u>cínyèfè</u>	ólaánòngáà	'Is Chinyere (staying) here?'
	ée	ólaánòngáà	
ghí	ìlaánòngáà		
	ée	ánàmaánòngáà	
hà	àna ^h hàánòngáà		
	ée	ánà ^h hàánòngáà	
ífùèzhí	àna ^h hàáfùèzhí		'Are they going outside?'
	ée	ánà ^h hàáfùèzhí	
únù	ùnunaáfùèzhí		
	ée	ányìnaáfùèzhí	

g) Compound Verbs and Verbs with Adverbial Suffixes:

Key Word	Pattern	
	ánàmaáfùtéezhí	'I'm coming outside.'
yá	ólaáfùtéezhí	
nd'ù	nd'ùlaáfùtéezhí	
ínòdàlala	nd'ùlaánòdààlala	'Ndu is sitting down.'
ányì	ányìnaánòdààlala	
hà	ánà ^h hàánòdààlala	
ízùrùjì	ánà ^h hàazùrùjì	'They are purchasing yams.'
mù	ánàmaazùrùjì	
yá	ólaazùrùjì	

	<u>ólàazúrụjị</u>	
í-zúrục 'anịya	<u>ólàazúrục 'anịyá</u>	'He is buying her out.'
ányị	ányịnaazúrục 'anịyá	
ífùtéezhị	<u>ányịnáfùtéezhị</u>	'We're coming outside.'
mụ	ánámáfùtéezhị	

h) Questions and Affirmative Answers Verbs with Adverbial Suffixes:

Key Word	Pattern	
	<u>ùnunaánòdáàla</u>	'Are you (pl.) sitting down?'
	ée anyịnaánòdáàla	
ghị	<u>ìlaánòdáàla</u>	
	ée ánàmaánòdáàla	
ámaakọ	ámaakọ̀laánòdáàla	
	ée <u>ólàánòdáàla</u>	
ífùtéezhị	<u>ámaakọ̀laáfùtéezhị</u>	'Is Amako coming outside?'
	ée <u>ólàáfùtéezhị</u>	
únù	<u>ùnunaáfùtéezhị</u>	
	ée anyịnaáfùtéezhị	
ízùreedè	<u>ùnunaazùreedè</u>	'Are you (pl.) purchasing coco yams?'
	ée anyịnaazùreedè	
ghị	<u>ìlaazùreedè</u>	
	ée ánàmaazùreedè	

Note 7.3 Homonymous Forms

The student has already encountered two different RA forms
1) definite (past) tense and 2) adverbial, and several forms with the segmental form na/la 1) the 'preposition' on, in, at, etc.
2) the conjunction na/la with low tone meaning 'and' and 3) the auxiliary verb with low tone. There are more to come.

At this point it is well to remind the student that such homonomous forms in English as to, too and two, or we and wee, to mention only two sets, are very seldom ambiguous because of differing grammatical functions. The same applies to the forms cited - and others - in Igbo - and the student's continuing attention to the grammatical structures in which such potentially confusing forms occur will pay off in increased speed of comprehension and of learning.

<u>Pronunciation</u>		<u>Structure</u>
	-A-	
òl'éèngà		òl'éé-ṅga
ùgbúà/ùgbúò		ùgbú-à
òl'éèngàányìnuugbúò		òl'éé-ṅga-ányì-nq-ugbú-ò
	-B-	
ányìnqonqolù		ányì-nq-na-qolù
	-A-	
èèè		
írù		(HL)
èèè ànyị́erúweloòwere		èèè ànyị́-erúwe-le-òwere
	-B-	
gàla		
ánya		
òdíghị òweregalađ́ányaṅgáà		
	-A-	
ág'ụ̀		
íṅwé		(H)
íṅwé'ík'e		(HL) íṅwé-ík'e
íkwùshì		(H)
ríe		('subsequential' form)

Basic Sentences

<u>Spelling</u>		<u>English</u>
	-A-	
ole nga		where? what place?
ugbua		now, this moment
Ole nga anyi nọ ugbua?		Where are we now?
	-B-	
Anyi nọ n'Orlu.		We are at Orlu.
	-A-	
		oh!
iru		to reach
Anyi eruwele Owerri?		Have we begun to reach Owerri?
	-B-	
gala		still
anya		far
Ọ dighi, Owerri gala di anya ngaa.		No, Owerri is still far [from] here.
	-A-	
aguu		hunger
inwe		to have
inwe ike		to be able (to have strength)
ikwusi		to stop
rie		(and) eat

ág'ùábyaalam ànyịrweñ-
ík'ịkwùshirienhyé

ág'ùá-abyala-m ànyị-
rweñe-ík'e-ịkwùshi-ríe-nhyé

-B-

íhũ

líihũ

ódìmmá ányịírířinaahyáá-
dịányịniíhũ

lá-íhũ

ányị-ga-írí-ñ-na-ahya-à-
dị-ányị-na-íhũ

Note 8.1 The Negative with Suffix -ghị/-ghị/-ghụ/-ghu

Note the sentences:

àgághịmírìyap'enàannó (à-gá-ghị-mụ-iré-ya-p'enì-annó)

'I'm not going to sell it [for] fourpence.'

òdịghị (ò-dị-ghị) 'No!'

The suffix -ghị/-ghị/-ghụ/-ghu occurs suffixed to the verb stem of a number of verbs - commonly those verbs which occur in a simple form - see note 4.4 - and which refer to states (or are used as auxiliaries). Those verbs, like ịcọ 'to want', which occur in RA form with present (or 'timeless') meaning, also accept this suffix.

Thus ácọrọm 'I want' contrasts with ácògham 'I am looking for' and, in the first sense, accepts this negative: àcọghịm 'I don't want'. Similarly écèrem 'I think' contrasts with écèghem 'I am thinking' and, in the former sense, has the negative form ècéghịm 'I don't think (so)'.

The tone patterns of this negative are as follows:

1. Pronoun prefixes occur before all negatives with low tone.
2. After all noun subjects, ányị, and únù there is a high-tone vowel prefix to the verb.

Aguu abyala m. Anyị	I'm hungry. ('Hunger has
nwere ike ikwusi rie	come to me.')
ihe?	Could we
	stop and eat something?

-B-

ihu	face, front
n'ihu	in front of
Ọ di nma. Anyị ga iri nri	O.K. We're going to eat at
n'ahya a di anyị n'ihu	this market which is ahead
	of us.

-
3. The verb is characterized by a tone pattern the same as that of the infinitive - that is ' with (H) and (HL) verbs and '' with (L) verbs. This pattern occurs on the verb and the negative suffix after low tone pronoun prefixes and on the vowel prefix and the verb root after noun subjects. Thus with the verb ímá (HL) 'to know' the forms are:

àmághimya	'I don't know it.'
ìmághiya	'You (sg.) don't know it.'
òmághiya	'He (she, it) doesn't know it.'
ányịamághiya ¹	'We don't know it.'
únuamághiya ¹	'You (pl.) don't know it.'
àmághìhìyá	'They don't know it.'
àmághiya	'It is not known.' ('One doesn't know it.')

¹Note that ányị and únù occur here with tone pattern high high ('').

With an (L) Class verb *ínò* 'to be at' the forms are:

<i>àńòghìnnuúyò</i>	'I'm not at home.'
<i>ìnòghìnuúyò</i>	'You (sg.) are not at home.'
<i>òńòghìnuúyò</i>	'He (etc.) is not at home.'
<i>ányị́ànòghìnuúyò</i>	'We are not at home.'
<i>únuanòghìnuúyò</i>	'You (pl.) are not at home.'
<i>àńòghìhànuúyò</i>	'They are not at home.'
<i>àńòghìnuúyò</i>	'Nobody is at home.'

4. If nothing whatever follows the negative suffix, however, the suffix is always low in tone:

<i>òdíghì</i>	'No.' ('it isn't')
<i>ìmághì</i>	'You (sg.) don't know.'
<i>òmághì</i>	'He (etc.) doesn't know.'
(contrast <i>àmághì</i>	'I don't know.')

Although some speakers can be heard putting all low tones on *ányị́* and *únù* - perhaps by analogy with the low-tone pronoun prefixes - the forms given here are the regular and more common forms. In part (b) of the drill which follows, however, the speaker on the tape may be heard saying *ányị́áćòghì*-----.

Note that negatives with *-ghì* do not have a vowel suffix and hence provide environment 1 for following noun objects.

Drill 8.1 Drills on the negatives of stative and auxiliary verbs with suffix *-ghì/-ghì*

- a) With *ímá* 'to know' (HL)

Useful Word:

íkwù (HL) to say, to speak

Key Words

Pattern

	<u>ámághìmh̃yēɛɛ̀còrɔ</u>	'I don't know what he wants.'
yá	<u>ò mághìh̃yēɛɛ̀còrɔ</u>	
nd'ù	<u>nd'ùámághìh̃yēɛɛ̀còrɔ</u>	
írì	<u>nd'ùámághìh̃yēɛɛ̀rìrì</u>	'Ndu doesn't know what you ate.'
ányì	<u>ányìámághìh̃yēɛɛ̀rìrì</u>	
cínyèfè	<u>cínyèfèámághìh̃yēɛɛ̀rìrì</u>	
ízù	<u>cínyèfèámághìh̃yēɛɛ̀zùrù</u>	
mù	<u>ámághìmh̃yēɛɛ̀zùrù</u>	
h̃á	<u>ámághìh̃áh̃yēɛɛ̀zùrù</u>	
íkwù	<u>ámághìh̃áh̃yēɛɛ̀kwùrù</u>	'They don't know what you said.'
yá	<u>ò mághìh̃yēɛɛ̀kwùrù</u>	

b) With ícò 'to want' (HL)

Key Words

Pattern

	<u>àcòghìm̃gámířì</u>	'I don't want to go to the water.'
yá	<u>òcòghìm̃gámířì</u>	
njók'ù	<u>njók'ùàcòghìm̃gámířì</u>	
ìbyàngáá ¹	<u>njók'ùàcòghìm̃byàngáá</u>	
h̃á	<u>àcòghìh̃àìbyàngáá</u>	
cínyèfè	<u>cínyèfèàcòghìm̃byàngáá</u>	
ìh̃ùdòktò	<u>cínyèfèàcòghìm̃h̃ùdòktò</u>	'Cinyere doesn't want to see the doctor.'

¹Before ògáà infinitives of H and HL verbs are alternatively heard with low tone.

	<u>cínyèřaácòghìhùdòktò</u>	
mù	àcòghì <u>mìhùdòktò</u>	
ányị	ányịàcòghì <u>hùdòktò</u>	
íkèlènd'ù	<u>ányịàcòghì</u> íkèlènd'ù	'We don't want to greet Ndu.'
yá	òcòghì <u>íkèlènd'ù</u>	
íshìjị	òcòghì <u>íshìjị</u>	'She doesn't want to cook chicken.'
mù	àcòghì <u>mìíshìjị</u>	

c) With íṅwé 'to have' (H)

Key Word	Pattern	
	èṅwéghì <u>muunèře</u>	'I don't have bananas.'
yá	òṅwéghì <u>uunèře</u>	
ányị	ányịèṅwéghì <u>uunèře</u>	
àkw'á	<u>ányịèṅwéghì</u> àkw'á	
ńd'ù	ńd'ùèṅwéghì <u>àkw'á</u>	
úyò	<u>ńd'ùèṅwéghì</u> úyò	'Ndu doesn't have a house.'
hã	èṅwéghìhũ <u>úyò</u>	
ázù	èṅwéghìhã <u>ázù</u>	'They don't have fish.'
pòsòófìs	èṅwéghìhãpòsòófìs	'They don't have [a] postoffice.'
ńdìólụ	ńdìólụèṅwéghì <u>pòsòófìs</u>	
ánụ	<u>ńdìólụèṅwéghì</u> ánụ	
ghị	<u>íṅwéghì</u> ánụ	
mù	èṅwéghì <u>maánụ</u>	

d) With íwù 'to be' (H)

Key Word

Pattern

	<u>àwùghìmoonyoòwere</u>	'I'm not an Owerri person.'
yá	<u>òwùghoonyoowèrè</u>	
cínyèře	<u>cínyèřaáwùghoonyoòwere</u>	
h̃á	<u>àwùghìh̃àndoòwere</u>	'They are not Owerri people.'
àbá	<u>àwùghìh̃àndaába</u>	'They are not Aba people.'
ányị	<u>ányịawùghindaába</u>	
àmerìka	<u>ányịawùghindaàmerikà</u>	'We are not Americans.'
únù	<u>únuawùghindaàmerikà</u>	
mù	<u>àwùghimoonyaàmerikà</u>	
òwere	<u>àwùghimoonyoòwere</u>	

e) With ínò 'to be at'

Key Word

Pattern

	<u>ònòghìlúuyò</u>	'He's not at home.'
mù	<u>ànòghìmnúuyò</u>	
Njók'ù	<u>ñjók'ùanòghìlúuyò</u>	
lá-ahya	<u>ñjók'ùanòghìláahya</u>	'Njoku is not at market.'
ányị	<u>ányịanòghìláahya</u>	
h̃á	<u>ànòghìh̃anáahya</u>	
làskùul ¹	<u>ànòghìh̃anaskùul</u>	'They aren't at school.'
únù	<u>únuanòghìláskuul</u>	

únuanòghìláskuùl
ghì ìnòghìláskuùl

f) Questions with Negative answers:

Key Word	Question	Answer (following òdíghì or m ? m)
	ìmahỹq̄q̄c̄q̄r̄q̄	àmághìmhỹq̄q̄c̄q̄r̄q̄
íṅwé	ìṅwéřehỹq̄q̄c̄q̄r̄q̄	èṅwéghìmhỹq̄q̄c̄q̄r̄q̄
únù	ùnunwéřehỹq̄q̄c̄q̄r̄q̄	ányienwéghìhỹq̄q̄c̄q̄r̄q̄
áǎù	ùnunwéřaaǎù	ányienwéghaaǎù
yá	òṅwéřaaǎù	òṅwéghaaǎù
íwù	òwùǎǎù	òwùghaaǎù
ónyòòwere	òwùonyòòwere	òwùghòonyòòwere
cínyèře	cínyèřeq̄wùonyòòwere	òwùghòonyòòwere
dòktò	cínyèřeq̄wùdòktò	òwùghùdòktò

Drill 8.2 Negatives of Verb Phrases with nà/là, gà and jè

1. Class (H) verbs:

a)

Key Word	Pattern	
	ànághìmeeríǎǎù	'I don't eat fish.'
ányì	ányìanàgheeríǎǎù	
íréakw̃'a	ányìanàgheeréák̃'a	'We don't sell eggs.'
hǎ	ànághìh̃eeréák̃'a	
yá	ònághèeréák̃'a	
íg'ùakw̃ukw̃q̄	ònághaag'ùakw̃ukw̃q̄	'He doesn't read.'
nd'ù	nd'ùanàghaag'ùakw̃ukw̃q̄	

	nd'ùánàghaag'ùakwukwɔ	
íkúmiří	nd'ùánàgheekúmiří	'Ndu isn't fetching water.'
mú	ánághimeekúmiří	
íriažù	ánághimeeríazù	

b) Questions and Negative Answers:

Key Word

Pattern

	ùnuneeríazù	
	òdíghì ányíanàgheeríazù	
há	ànañeeríazù	
	òdíghì ànághìñeeríazù	
ík'ùŋkwɔ	ànañaa'ùŋkwɔ	'Are they about to tap wine?'
	òdíghì ànághìñaa'ùŋkwɔ	
ghí	ìlaak'ùŋkwɔ	
	òdíghì ànághìmaak'ùŋkwɔ	
ìŋúmíří	ìlaaŋúmíří	'Are you drinking water?'
	òdíghì ànághìmaaŋúmíří	
cínyèře	cínyèřeqlaaŋúmíří	
	òdíghì ònághàaŋúmíří	
ìsáakwà	cínyèře qlaaśáakwà	
	òdíghì ònághàaśáakwà	
únù	ùnunaasáakwà	
	òdíghì ányíanàghaasáakwà	
íriažù	ùnuneeríazù	
	òdíghì ányíanàgheeríazù	

	ùnunaáyò'ìgbùrụ
	òdíghị ányaanàghaáyò'ìgbùrụ
yá	òlaáyò'ìgbùrụ
	òdíghị òhàghaáyò'ìgbùrụ
í'fù'ezhí	òlaáfù'èzhị
	òdíghị ònàghaáfù'èzhị
ghí	ìlaáfù'èzhị
	òdíghị ànàghìmaáfù'èzhị

Supplemental Vocabulary - The following words will occur from time to time in drills in subsequent units and may be learned at this point and used by the instructor in supplementing the published drills.

bèkéè	-	Caucasian
ṙwábèkéè	-	white man
dí	-	husband
íkpe	-	judgement, proper name (male)
ímù	-	to learn, to study
nnà	-	father
ókwa	-	talk, speech
cídì	-	'God is' - proper name (male)

<u>Pronunciation</u>		<u>Structure</u>
	-A-	
òléé'ebínnòé'c1		òléé'-ebe-í-nò-é'c1
	-B-	
ánòmnáahya		
	-A-	
mme/mgbe/mà		
íháfù		(H + L - compound verb)
òléémíí'jìháfù		òléé'-mme-í-jì-háfù
	-B-	
élekere		
áháfùrumléelekeraá'ṭo		á-háfùrụ-m-lá-elekere-á'ṭo
	-A-	
òlééh'ĩmègheláahya		òléé'-h'ye-í-mèghe-lá-ahya
	-B-	
ázùgham'nh'ye		á-zùgha-m-nh'ye
	-A-	
òlééh'ĩzùrụ		òléé'-h'ye-í-zùrụ
	-B-	
ákwụkwọ'fí		ákwụkwọ-fí
tómátò		

Basic Sentences

<u>Spelling</u>		<u>English</u>
	-A-	
Ole ebe 1 nọ ec1?		Where were you yesterday?
	-B-	
Anọ m n'ahia.		I was at the market.
	-A-	
mgbe		time
ihafu		to leave, to depart, to desert
Ole mgbe 1 j1 hafu?		When did you leave? ('What time you use and leave?')
	-B-	
elekere		hour (of the clock)
Ahafuru m n'elekere atọ.		I left at three o'clock.
	-A-	
Ole ihe 1 meghe n'ahia?		What were you doing in market?
	-B-	
Azugha m ihe.		I was buying things.
	-A-	
Ole ihe 1 zuru?		What did you buy?
	-B-	
akwukwọ nr1		vegetables (leafy)
tomato		tomatoes

éìlìlì
 ázùrùmaákwùkwòfí
 làáǹzù làány làtomátò
 lèéìlìlì

-A-

ìkpù
 ób'ỹàǎ
 ìlaakpùob'ỹàǎ

ì-la-akpù-ob'ỹàǎ

-B-

ógò
 -duo
 ìbyàduo
 ée ñdògòmbýàduo

(adverbial suffix for
 incipient action)

(HL) ìbyà'-duo

-A-

íkèle
 ódìmmá kèlénìhámáñábya

(L)
 kèlénì-ñá-mme-ñá-byá

Note 9.1 The Imperative

The Igbo verb occurs in a number of forms characterized by a high-toned vowel suffix, harmonically determined as follows:

After:

The Vowel is:

ì e
 ɪ a
 u o
 ʊ ɔ

e
 a
 o
 ɔ

elili	melon, melon seeds
Azuru m akwukwọ nri, na azu, na anu, na tomato, na elili.	I bought vegetables, fish, meat, tomatoes and melons.

-A-

ikpu	to entertain
obia	guest
Ila akpu obia?	Are you entertaining guests?

-B-

ogọ	relative in law
-duo	-to be about to ---

ibiaduo	to be coming
E, ndi ogom biaduo.	Yes, my in-laws are coming.

-A-

ikele	to greet
Ọ dī nma, keleni ha ma ha bia.	Fine. Greet them (for me) when they come.

This suffix occurred in the perfect forms introduced as greetings in units 1 - 3. It occurs also as a suffix to the imperative form as in the sentence:

j'òót'uqma (j'èé-ot'u-qma) 'Goodbye'

Verbs in the imperative have the root tone characteristic of the RA form - low for classes (HL) and (L) and high for class (H) - followed by the high tone suffix. Examples:

(H)	t'ée	'Wake up!'
	ríe	'Eat!'
	rée	'Sell!'
	k'úq	'Tap (wine)!'
	kúo	'Dip up!'
	ṣáá	'Wash!'
	ṇúq	'Drink!'
	rúq	'Work!'
	g'úq	'Read!'
	ṇwée	'Have!'
(HL)	cq́q	'Search!'
	j'ée	'Go!'
	dée	'Write!'
	zúq	'Buy!'
	shíé	'Cook!'
	mée	'Do!'
(L)	fùq	'Go out!'
	kq́q	'Cultivate!'
	vùq	'Did out!'
	yq́q	'Sift!'
	záá	'Sweep!'

Verb stems which consist of root plus adverbial suffix do not exhibit the vowel suffix. Instead the adverbial suffix itself occurs with high tone:

fùt'éezhi	(fùt'á + èzhi')	'Come outside!'
z'ìr'umuunèře	(z'ùr'ú + m'ú + unèře)	'Buy bananas for me.'

Certain verbs do not accept the vowel suffix.¹ (HL) and (L) verbs of this group occur in the imperative as root alone with low root tone before high tone initial nouns (Class I or III) and with high root tone when not followed by a noun or when followed by a noun with initial low tone (Class II or IV):

hùdòktò	'See the doctor!'	
hùn'jókù	'See Njókù!'	(hù + ò'jókù)
hùnd'ù	'See Ndu!'	
yùúyò	'Return to the house!'	(yò-úyò)
yòàla	'Come down!'	
gá!	'Go!'	
gàáhyà	'Go to market!'	

Certain verbs occur either with or without the suffix - the form without the suffix being a more abrupt imperative:

byá byá	'Come! Come!'
byáá	'Come (please)!'
gàáhyà	'Go to market!'
gàáahyà	'Go to market (please)!'

With a consonant-initial object the second form is preferred:

byáàngáà	'Come here!'
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¹Verbs of this group which have occurred to date are: ìnù 'to hear', ìhù 'to see', ìdì 'to be', ìyò 'to return', ìnyè 'to give', ìjì 'to hold', ìlà/ìná (auxiliary for present action).

Others in this group include:

ìgwá	'to tell' (HL)	ìká	'to surpass' (H)
ìkwe	'to agree, to approve' (HL)	ìzá	'to answer' (H)

Another verb of this type is ìb'á 'to go in' (L) :

b'éezhì 'Enter the yard.' (b'á-ézhì)

b'áàṅgáà 'Go in here!'

b'úúyò 'Go in the house!' (b'á-úyò)

(H) verbs of the type which do not accept the vowel suffix occur with high root tone with all objects:

zám 'Answer me!'

zánjókù 'Answer Njókù!' (zá + ñjókù)

If the imperative is addressed to more than one person the suffix form, -nì/-nì, of the second person plural pronoun, únù, occurs suffixed to the imperative. As this form is low in tone all imperatives are high-toned before it:

(H) ríenìfí '(You plural) eat!'

(HL) shiènífí '(You plural) cook food!'

(L) fùṅnèezhí '(You plural) go outside!'

Verbs without vowel suffix:

(H) nyénicéènj '(You plural) give change!'

(HL) byánìngáà '(You plural) come here!'

(L) b'ánùúyò '(You plural) go in the house!'

With Adverbial suffixes:

fùtánèezhí '(You plural) come outside!'

kèlénihá '(You plural) greet them!'

(Contrast: kèlénihá 'Greet them then!')

Drill 9.1 The imperative:

Key Word		Pattern
	shìéřì	'Cook food!'
íkẁ̀	kẁ́qřì	'Pay food (not money).'
írì	rìéřì	'Eat!'
édè	rìeedè	'Eat coco yams!'
àkẁ́'á	rìeàkẁ́'a	'Eat eggs!'
íg'ù	g'ùáàkẁ́'a	'Count eggs!'
ńkẁ	g'ùqńkẁ	'Count palms!'
irè	réeńkẁ	'Sell palms!'
mmĩĩ	réeemmĩĩ	'Sell wine!'
ìgb̀̀r̀̀	réììgb̀̀r̀̀	'Sell cassava!'
íjì	jììgb̀̀r̀̀	'Use cassava!'
ìv̀̀	v̀̀ììgb̀̀r̀̀	'Dig up cassava!'
ìỳ̀	ỳ̀ììgb̀̀r̀̀	'Sift cassava!'
ìz̀̀r̀̀	z̀̀r̀̀ùììgb̀̀r̀̀	'Purchase cassava!'
ànnq̣	z̀̀r̀̀ùáànnq̣	'Purchase four!'
ìshìì	z̀̀r̀̀ríìshìì	'Buy six!'
ótù	z̀̀r̀̀róotù	'Buy one!'
únèře	z̀̀r̀̀r̀̀úunèře	'Buy bananas!'
àbá	z̀̀r̀̀ráàba	'[Go] buy Aba [if you're all that rich]!'
ìnq̣řq̣	nq̣řáàba	'Stay at Aba!'
àmèrikà	nq̣řáàmerikà	'Stay in America!'

Note 9.2 Environment 2 of nouns:

A noun following suffixed forms of the verb is in environment 2 (see Note 7.1). In this environment, first object position following forms of the verb requiring the vowel suffix where possible, nouns have the same tone patterns as in environment 4 (modifier).

Class I nouns have their second tone pattern -

high mid (') gǎ́h̄yá 'Go to market!'

Class II nouns have their second tone pattern -

mid high (' ') fùt́éézhí 'Come outside!'

Class III nouns have their first tone pattern -

high low (' ') zǎ́úuyò 'Sweep the house!'

Class IV nouns have their first tone pattern -

low low (' ') yǒ́àlā 'Come down!'

Note 9.3 The Subsequential Form of the Verb

íḳẉsḥṛienh̄ȳé 'to stop and eat something'

The underlined suffixed verb form, the subsequential form, occurs when the verb in question devotes the second or a subsequent action in a series performed by the same actor. The form consists of the verb root with the tone of the verb's infinitive (high for (H) and (HL) verbs, low for (L) verbs) plus the high-toned vowel suffix. Thus this form is identical with the imperative of (H) and (L) verbs but different in tone with (HL) verbs. For (HL) verbs the following examples illustrate the contrast:

Imperative		Subsequential	
cǒ́ǒ	'Search!'	----cǒ́ǒ	'--and look for'
zǔ́ǒ	'Buy!'	----zǔ́ǒ	'--and buy'

Verbs which do not accept the vowel suffix or have it alternatively in the imperative do not have the vowel suffix here and have the root tone of the infinitive:

(HL)	hùdòktò	'See the doctor!'	--hùdòktò	'--and see the doctor'
	byààngáà	'Come here!'	--byààngáà	'--and come here'

The subsequential form is itself timeless - taking its time from the preceding finite verb:

óbyàra	hùdòktò	'He came and saw the doctor.'
ógìíbyà	hùdòktò	'He's going to come and see the doctor.'

The subsequential form does not occur following the 'progressive' with -gha/-ghe.

Examples of the use of the Subsequential Form:

Class (H) -

ónòdùrùqòmíř	'He stayed and drank water.'
ányìgìínnòdùrùqòmíř	'We are going to stay and drink palm wine.'
ágàhìífùkúomíř	'They are going to go out and fetch water.'

Class (HL) -

ógàrazúqahyá	'He went and made purchases.'
ábyàrahùdòktò	'Someone came and saw the doctor.'
óhùrùdòktòdímma	'He saw the doctor and got well.'
óbyàrahùnjòkù	'He came and saw Njoku.'

Class (L) -

cínyèfegìíbyàkèláány	'Cinyere is going to come and greet us.'
----------------------	--

Polysyllabic Verbs -

nd'ùt'éréfùtá	'Ndu got up and came out.'
ógìígbáahyazurùhýé	'She is going to go to market and buy things.'

Examples which have occurred in dialogues to date:

ànyìnwefiík'eìkwùshirìehýé	'Could we stop and eat something?'
òléémìíjìháfù	'What time did you (use and) leave?'

Drill 9.2 The Subsequential Form

Key Word

Pattern

	ót'èrezurùhýé	'He woke up and bought something.'
èkwù	ót'èrezurùkwù	'He woke up and bought palms.'
ìk'ù	ót'èrekurùkwù	'He woke up and tapped palm wine.'
ènwám	ènwám t'èrekurùkwù	'My child woke up and tapped wine.'
nd'ù	nd'ùt'èrekurùkwù	'Ndu woke up and tapped wine.'
íshì	nd'ùt'èreshienkwù	'Ndu woke up and cooked palm fruit.'
àkw'á	nd'ùt'èreshieàkw'á	'Ndu woke up and cooked eggs.'
ányì	ányìt'èreshieàkw'á	'We woke up and cooked eggs.'
írì	ányìt'èrerieàkw'á	'We woke up and ate eggs.'
ìlá	ányìlararíàkw'á	'We went home and ate eggs.'
irè	ányìlararéàkw'á	'We went home and sold eggs.'

	<u>ányì</u> lararéaakw'a	
há	álàra ^h aréa <u>akw'a</u>	'They went home and sold eggs.'
ří	álàra ^h aré <u>erí</u>	'They went home and sold food.'
èzhí	álàra ^h aré <u>èzhí</u>	'They went home and sold [their] home- stead.'
íbyà	ábyàra ^h aré <u>èzhí</u>	'They came [home] and sold [their] home- stead.'
ízá	ábyàra ^h azá <u>èzhí</u>	'They came [home] and swept [their] compound.'
ényì	ényìbyarazá <u>èzhí</u>	'[My] friend came and swept [the] compound.'
ínò	ényìnòřqzá <u>èzhí</u>	'[My] friend stayed and swept the compound.'
íg'ù	ényìnòřqg'ú <u>èzhí</u>	'[My] friend stayed and counted the home- steads.'
ég'ò	ényìnòřqg'ú <u>eg'ò</u>	'[My] friend stayed and counted the money.'
íyò	ényìyòròg'ú <u>eg'ò</u>	'[My] friend returned and counted the money.'
mú	áyòròmg'ú <u>eg'ò</u>	'I returned and counted the money.'
íkwù	áyòròmkw'ú <u>eg'ò</u>	'I returned and paid the money.'
ífùta	áfùtarámkw'ú <u>eg'ò</u>	'I came out and paid the money.'
ínòdù	ánòdùrùmkw'ú <u>eg'ò</u>	'I sat down and paid the money.'

Note 9.4 Second clauses with the same subject with the auxiliary lā/nā:

ólàagáahyá láàzúaẓù 'He goes to market and buys fish.'

In this example the auxiliary verb ílā/íná (HL) occurs in the first clause in its simple form with low tone, and in the second in its subsequential form (it does not accept a vowel suffix) with high tone. The verbal noun, here àẓù, does not have the characteristic tone of environment 2 but rather tone pattern 1 (``) after this auxiliary.

Drill 9.3 ílā in both clauses; jè in first clause lá/ná in the second

Key Word	Pattern	
	ílàagáahyá láàzúaẓù	'You go to market and buy fish.'
yá	ólàagáahyá láàzúaẓù	
íjè	ójàagáahyá láàzúaẓù ¹	'He goes to market and buys fish.'
ányị	ányịjaagáahyá láàzúaẓù ¹	
òwere	ányịjaagóòwere láàzúaẓù ¹	
ízùtagàrí	ányịjaagóòwere láàzùtagàrí ¹	'We go to Owerri and purchase garí.'
nḥyè	ányịjaagóòwere láàzùtanhyè ¹	'We go to Owerri and buy things.'
íbyá	ányịjaabyóòwere láàzùtanhyè	'We come to Owerri and buy things.'
là	ányìnabyóòwere láàzùtanhyè	'We come to Owerri and buy things.'

¹Note that lá-/ná- normally occurs in the second clause after first clauses with jè as well as those with ílā.

íhùnnem	ányìnaabyóòwere láàzùtanhýé ányìnaabyóòwere láàhùnnem	'We come to Owerri and see my mother.'
ḡwánnemḡwaànyị	ḡwánnemḡwaànyịnaabyóòwere láàhùnnem	'My sister comes to Owerri and sees my mother.'
àbá	ḡwánnemḡwaànyịnaabyáába láàhùnnem	
írèakw̃'a	ḡwánnemḡwaànyịnaabyáába léèráakw̃'a	'My sister comes to Aba and sells eggs.'
ḡwíỹéya	ḡwíỹéyanaàabyáába léèráakw̃'a	'His wife comes to Aba and sells eggs.'
ínònúuyò	ḡwíỹéyanaàánònúuyò léèráakw̃'a	'His wife stays at home and sells eggs.'
ízèezhí	ḡwíỹéyanaàánònúuyò láazéèzhí	'His wife stays at home and sweeps the yard.'
há	ánàh̃aàánònúuyò láazéèzhí	'They stay home and sweep the yard.'
íjímíří	ánàh̃eejímíří láazéèzhí	'They use water and [to] sweep the yard.'
íshíofe	ánàh̃eejímíří léèshíofe	'They use water and [to] cook soup.'
ánụọkụkọ	ánàh̃eejíanụọkụkọ léèshíofe	'They use chicken meat and [to] cook soup.'

Note 9.5 Second clauses with suffix -gha/-ghe 'progressive' or 'iterative' form:

ógàghaáhya àzúghaažù 'He is going (over and over)
to market and buying fish.'

In this example the second clause contains the verbal noun with suffix -gha. This form occurs instead of the subsequential form after first clauses with the 'progressive' or 'iterative' form.

Drill 9.4 Progressive - Iterative forms in both clauses

Key Word		Pattern
	ógàghaáhya <u>àzúghaažù</u>	'He is going to market [and] buying fish.'
íwèta	ógàghaáhya <u>éwètàghaažù</u>	'He is going to market [and] bringing [back] fish.'
íyí	ógàghííyí <u>éwètàghaažù</u>	'He is going to [the] river [and] bringing [back] fish.'
ìkùtèmiří	ógàghííyí <u>èkùtèghemiří</u>	'He is going to [the] river [and] fetching water.'
ányị	ányịgaghííyí <u>èkùtèghemiří</u>	'We are going to [the] river [and] fetching water.'
írúq̣ṛy	ányịgaghííyí <u>àřúghq̣ṛy</u>	'We are going to [the] river [and] working.'
ìkòtèekpèné	ányịgaghííyí <u>kòtèekpèné</u> <u>àřúghq̣ṛy</u>	'We are going to Ikot Ekpene [and] working.'
ínò	ányìnoghííyí <u>kòtèekpèné</u> <u>àřúghq̣ṛy</u>	'We are staying in Ikot Ekpene [and] working.'
ìcò	ányìnoghííyí <u>kòtèekpèné</u> <u>àcòghq̣ṛy</u>	'We are staying in Ikot Ekpene [and] cooking for work.'

	<u>ányìnoghííkkòtèekpèné</u> àcòghoḡṛṛù	
léyḡòs(í) [Lagos]	<u>ányìnogháléyḡòs</u> àcòghoḡṛṛù	'We are staying in Lagos [and] looking for work.'
ńdaába	ńdaábanòghaléyḡòs àcòghoḡṛṛù	'The Aba people are staying in Lagos looking for work.'
íbyá	ńdaábabyàghaléyḡòs <u>àcòghoḡṛṛù</u>	'The Aba people are coming to Lagos [and] looking for work.'
ízùahya	ńdaábabyàghaléyḡòs àzùghaahyá	'The Aba people are coming to Lagos [and] shopping.'
írù	ńdaábarùgheléyḡòs àzùghaahyá	'The Aba people are getting to Lagos [and] shopping.'
yá	órùgheléyḡòs <u>àzùghaahyá</u>	'He is getting to Lagos [and] shopping.'
íçòeg'ò	órùgheléyḡòs àcòghee'gò	'He is getting to Lagos [and] needing money.'
mù	érùghemléyḡòs àcògheeg'ò	'I'm arriving in Lagos [and] needing money.'
ígá	ágàghamléyḡòs <u>àcògheeg'ò</u>	'I'm going to Lagos [and] looking for money.'
ímùákwùkwò	ágàghamléyḡòs ámùgháakwùkwò	'I'm going to Lagos [and] studying.'
skùùl	ágàghamskùùl ámùgháakwùkwò	'I'm going to school and studying.'
há	ágàghahaskùùl ámùgháakwùkwò	'They're going to school [and] studying.'

Note 9.6 íjì 'to use' as an indicator of means

Note the sentence:

òléèmmìíjìháfù 'When did you leave?' (What time did you use and leave?)

The verb íjì (HL) is employed widely as an indicator of means or instrument employed to perform an action. It is followed by the subsequential form of the verb (see note 9.1) with a recent past time meaning:

òlóót'uijigá 'How (what manner) did you (use and) go?'

òlééhýííjíméeyá 'What did you use to make ('and made') it?'

This verb also occurs as auxiliary followed by the verbal noun - in this respect parallel to nà and jé - the time being imminent future:

òlóót'uijìázàézhì 'What means are you going to employ to sweep the compound?'

The verbal noun inflected with high toned suffix -ghá/-ghé occurs after auxiliary íjì with an immediate present significance:

òlóót'uijìázàghéézhì 'How are you sweeping the compound?'

Drill 9.5 íjì with subsequential verb forms:

Key Word

Pattern

	ójiákadeaakwukwọ	'He wrote books by hand.'
ànnọ	ójiákadeaánnọ	'He wrote four by hand.'
ívvù	ójiákavvúáánnọ	'He dug out four by hand.'
ákíyá	ójiákíyávúáánnọ	'He dug out four by himself.'
ízù	ójiákíyázvúáánnọ	'He bought four by himself.'

	ójiákíyázúáánnó	
únèře	ójiákíyázúuunèře	'He bought bananas himself.'
ík'íyá	ójiík'íyázúuunèře	'He bought bananas on his own authority.'
ányì	ányìjìík'aányìzúuunèře	'We bought bananas on our own.'
ìzúrú	ányìjìík'aányìzúrúuunèře	'We purchased bananas on our own.'
ífùtá	ányìjìík'aányìfùtá	'We came out of our own accord.'
ànyáàsú	ányìjìianyáàsúfùtá	'We came out by night.'
únù	únùjìianyáàsúfùtá	'You (pl.) came out by night.'
ík'e	únùjìík'efùtá	'You (pl.) came out forcibly.'
ìbyá	únùjìík'ebya	'You (pl.) came forcibly.'
jìrì	únùjìrìík'ebya	'You (pl.) came forcibly.'
ìyó	únùjìrìík'eyó	'You (pl.) returned forcibly.'
hã	éjìrìhìík'eyó	'They returned forcibly.'
ífù	éjìrìhìík'efùó	'They went out forcibly.'
ák'ùk'ù	éjìrìhãák'ùk'ùfùó	'They went out sideways.'
ghí	íjìraák'ùk'ùfùó	'You went out sideways.'
ìnòdù	íjìraák'ùk'ùnòdù	'You sat down sideways.'

	<u>íjiraák'ùk'ùnòdú</u>	
édè	<u>íjireédèndú</u>	'You sat on coco yams.'
gàíjì	<u>ígiíjiedèndú</u>	'You're going to sit on coco yams.'
ányị	<u>ányìgiíjiedèndú</u>	'We're going to sit on coco yams.'
ílà	<u>ányìgiíjiedèláa</u>	'We're going to take coco yams and return home.'
ṅwám	<u>ṅwámgiíjiedèláa</u>	'My child is going to take coco yams home.' (go home by means of coco yams)

Drill 9.6 íjì with verbal nouns:

Key Word	Pattern	
	<u>ójiég'o</u> àzúìgburú	'He'll use money (and) [to] buy cassava.'
ógìíjì	ógìíjieg'o àzúìgburú	'He's going to use money to buy cassava.'
únèře	ógìíjieg'o àzúunèře	
ányị	ányìgiíjieg'o àzúunèře	
p'énàannó	ányìgiíjìp'enàannó	
	àzúunèře	
ótùédè	ányìgiíjìp'enàannó	
	àzúotùédè	
ghí	ígiíjìp'enàannó àzúotùédè	
dóktò	dóktògújìp'enàannó	
	àzúotùédè	

	dòktògújíp'enáànnó <u>àzútùédè</u>	
ńíénýààsù	dòktògííjíp'enáànnó <u>àzúńíénýààsù</u>	'The doctor is going to use four pence (ana) [to] buy supper.'
ńdaába	ńdaábagííjíp'enáànnó <u>àzúńíénýààsù</u>	
lèèjì	ńdaábalèèjíp'enáànnó <u>àzúńíénýààsù</u>	'Aba folks buy supper supper for four pence.'
há	ánańhèejíp'enáànnó <u>àzúńíénýààsù</u>	
írì	ánańhèejíp'enáànnó <u>èríńíénýààsù</u>	
ìvùńkwù	ánańhèejíp'enáànnó <u>ávùńkwù</u>	'They charge four pence (ana) [to] uproot the palm tree.'
ìkpùòb'yàa	ánańhèejíp'enáànnó <u>àkpùòb'yàa</u>	'They spend (only) four pence to entertain guests.'
mù	ánàmeejíp'enáànnó <u>àkpùòb'yàa</u>	'It costs me (only) four pence to entertain [the] guests.'
éjìm	éjìmp'enáànnó <u>àkpùòb'yàa</u>	'It cost me (only) four pence to entertain [the] guests.'
ìzúkèè	éjìmp'enáànnó <u>àzúkèè</u>	'I'll buy this for four pence.'
ányì	ányìjíp'enáànnó <u>àzúkèè</u>	'We'll buy this for four pence.'

	ányị́jip'énàannọ́	
	<u>àzúkèè</u>	
íluúyò	ányị́jip'énàannọ́	'It costs us four
	àluúyò	pence to go home.'
ík'e	ányị́jiiík'e <u>àluúyò</u>	'We're going home
		by force.'
ínònúyọ́	ányị́jiiík'e ánònúyọ́	'We'll stay in [our]
		house by force.'
		(resist eviction)

Note 9.7 The RA adverbial suffix in suffixed verb forms.

In the preceding notes it was noted that adverbial suffixes commonly replace the vowel suffix on such forms as the sequential. The RA adverbial suffix is no exception:

ògàràáhyazurũnhýè 'He went to market and bought (for
himself) something.'

But when the RA adverbial suffix has a pronoun or noun 'object' - the person other than the subject for the benefit of whom the action was performed, the RA suffix follows the normal vowel suffix:

ôgàràáhyazuòrùmnhÿe 'He went to market and bout me
something.'

<u>Pronunciation</u>	<u>Structure</u>
-A-	
pósòófìs(ɿ) ¹	
ényìm̀wòok'ò òléé'ebe-	ényì-m-wa-ok'ò òléé'-ebe-
posòófìsɿdì	posòófìsɿ-dì
-B-	
íme	
líime	lá + ime
ó-dìlíimaahyá	ó-dì-lá-ime-ahyá
-A-	
òléé'baahyadì	òléé'-ebe-ahya-dì
-B-	
láak'ùk'ù	lá-ak'ùk'ù
úyàákwùkwò/skùùl(u) ¹	úyò-ákwùkwò
gòq̣m̀ent/gòq̣m̀entɿ ¹	
ó-dìláak'ùk'ùúyàákwùkwò-	ó-dì-lá-ak'ùk'ù-úyò-
gòq̣m̀ent	ákwùkwò-gòq̣m̀ent
-A-	
bík'ò	
íwe	
íwè, íwííwe	(HL) íwè-íwe
-le/-la/-ne/-na	(negative imperative suffix)
éwèlííwe	éwèle-íwe
bík'è ↑ éwèlííwe	bík'ò ↑ ewèle-íwe

Basic Sentences

<u>Spelling</u>	<u>English</u>
-A-	
postoffice	postoffice
Enyi m nwaoke, ole ebe postoffice di?	My friend (male), where is the postoffice?
-B-	
ime	(the) inside
n'ime	inside (of)
Q di n'ime ahia.	It is inside the market.
-A-	
Ole ebe ahia di?	Where is the market?
-B-	
n'akuku	beside
ulq akwukwq, school government	school government
Q di n'akuku ulq akwukwq government.	It's beside the government school.
-A-	
biko	please
iwe	anger
iwe	to be angry
eweie iwe	don't be angry
Biko eweie iwe.	Excuse me. ('Please don't be angry.')

àmághĩmkwanĩ ébuuyà-
ákwụkwọgọqomèntĩdĩ

à-mághĩ-m-kwa-nĩ ébe-uyò-
ákwụkwọ-gọqomèntĩ-dĩ

-B-

ó-dì-ghĩ-lí-ĩhũ

ó-dì-ghĩ-lá-ihu

ĩhũ-ĩhũ

ĩhũ-ĩhũ

í-fè

(L)

ĩ-gá-fè

ĩ-gá-fè

gá-fèé

(imperative)

óshishĩ

úkwu

(adjective)

j'èí-ĩhũ-ĩhũ gá-fèé-óshishĩ-

j'èé-ĩhũ-ĩhũ gá-fèé-

ukwuà

oshishĩ-ukwu-a

áka

ìkpa

ák-ìkpa

áka-ìkpa

ó-dì-ghĩ-lá-ák-ìkpa

ó-dì-ghĩ-lá-aka-ìkpa

-A-

íméene

-B-

ékèlelem gáwánĩ

¹English words which are consonant final occur in Igbo with an 'extra' vowel before a following word but without the vowel when the word is followed by juncture.

Amagh1 m kwani ebe ulq
government di.

I also don't know where the
(place of the) government
school is.

-B-

Q di g1 n'ihu.

It is in front of you.

ihu ihu

straight ahead

ife

to pass

igafe

to go past

pass!

osis1

tree, plant

ukwu

large, big

Jee ihuihu. Gafee osis1
ukwua.

Go straight ahead. Pass this
big tree.

aka

hand

ikpa

left

aka ikpa

left hand

Q di g1 n'aka ikpa.

It's on your left (hand).

-A-

Imeene.

Thank you. (You have done.)

-B-

Ekelelem. Gawani.

You're welcome. ('Don't
greet me.')

Note the sentences:

bík'ewèlììwe	'Please don't be angry.'
ékèlelem	'Don't thank me.'

These sentences represent the negative of the imperative form of the verbs íwè (H) and íkèlè (L). This form consists of a vowel prefix, /e/ or /a/ with high tone, followed by the verb root with the tone characteristic of the infinitive, plus a suffix -le/-la/-ne/-na¹. With an (HL) class verb the pattern is

áǵálaahya 'Don't go to market.'

The negative imperative, unlike the affirmative imperative, has no vowel suffix and thus belongs to the set of verb forms providing environment 1 for following noun objects (see note 7.1) in which environment all nouns have 'basic' tones except Class II which has (') after non-low tone:

ága'leezhiyá 'Don't go to his compound.'

A pronoun subject *unu* with high tones may occur with the negative imperative for 2nd person plural:

únaagálaahya 'Don't you (pl.) go to market.'

Noun subjects, however, occur as separate phrases from the negative imperative:

n̩jókù ↑ ágàlaahya 'Njoku, don't go to market.'

In such separate phrases the high tone of the /e-/a-/ prefix is higher than the last tone of the previous noun. Thus in quick speech the above sentence may sound as though it has a mid tone

¹The tone of the suffix is normally the same as that of the verb root as in these examples. Before a Class IV noun, however, the suffix may occur with low tone regardless of the tone of the verb root:

áɲúnàsɪgaréèt 'Don't smoke cigarettes.'

followed (gliding up to) a high tone. This juncture is marked /↑/. Some speakers may make a noticeable pause - here indicated by space.

When the negative imperative is not followed by any 'object' it occurs, like the positive imperative, with low tone regardless of verb class.

ágàla 'Don't go!'

bík'ò 'please' occurs with negative imperatives either before or after the imperative utterance. In the plural of the form after the imperative, which is bík'òni, we see the short form of únù 'you (plural)' as object - the form ni.

Drill 10.1 Negative Imperative

a)

Key Word	Pattern	
	bík'èewèlìwe	'Please don't be angry.'
únù	bík'ùune ↑ éwèlìwe	
ṛwànnem	bík'òṛwànnem ↑ éwèlìwe	
ígaàhya	bík'òṛwànnem ↑ ágàlaahya	
ṇjók'ù	bík'òṇjók'ù ↑ ágàlaahya	
ényim	bík'èenyim ↑ ágàlaahya	
írìfì	bík'èenyim ↑ éréleṛì	
íṇṇmmì	bík'èenyim ↑ áṇṇnammì	
sìgaréèt	bík'èenyim ↑ áṇṇnasìgaréèt	
ámaakò	bík'áamaakò ↑ áṇṇnasìgaréèt	
áṇwùṛṛ	bík'áamaakò ↑ áṇṇnaaṇwùṛṛ	
ìkòédè	bík'áamaakò ↑ ákòléédè	
únù	bík'ùuna ↑ ákòléédè	

b)

Key Word

Pattern

	únaakòleédè bík'òní	'Don't (you (pl.)) plant coco yams. Please (you).
ìvù	únaavùleédè bík'òní	
ìgbúrụ	únaavùlìgbúrụ bík'òní	
ìzù	únaazùlìgburụ bík'òní	
épe	únaazùleepe bík'òní	
(ghí)	ázùleepe bík'ò	
ìkwùeg'ò	ákwùleeg'ò bík'ò	
ìlùyyò	áláluyyò bík'ò	
ìfùezhí	áfùleezhí bík'ò	
ìzùraakw'á	ázùrulaakw'á bík'ò	
ìnòdụngáà	ánòdulangáà bík'ò	
ìg'ùakwùkwò	ág'ùlaakwùkwò bík'ò	

Note 10.2 The 'Perfect' Form

In previous units the perfect form of the verb was introduced in questions used as greetings with the second person singular and plural pronouns.

It was noted (in Note 2.1) that this form has the vowel suffix /-e/-o/-a/-o/ (which has been noted also in the imperative and subsequential forms of all but a few common verbs) and also a suffix /-le/-la/-ne/-na/ like that of the negative imperative. The vowel prefix /e-/a-/ occurs everywhere except where there is a pronoun prefix.

For the verb ícò' (HL) 'to want, to seek' the perfect forms are thus:

áçòqlam ¹	'I have looked for ----.'
íçòqla	'You (sg.) have looked for ----.'
òçòqla	'He/she/it has looked for ----.'
ányìacòqla	'We have looked for ----.'
únùacòqla	'You (pl.) have looked for ----.'
áçòqla ¹	'They have looked for ----.'
áçòqla	'One has looked for ----.'
nd'ùacòqla	'Ndu has looked for ----.'

Compare with the perfect forms, the negative imperative form:

áçòqlam 'Don't look for me.'

It is clear that the perfect form differs from the negative imperative primarily in that it occurs with all persons as subject and incorporates the vowel suffix (in this case /-q/).

With those verbs which do not accept the vowel suffix and those with adverbial suffixes this distinction disappears so that

áhùnàdòktò

is both: 'Don't see the doctor.' and 'One has seen the doctor (i.e. The doctor has been consulted)'. This equivalence is only true of the impersonal since in the second person the forms are:

íhùnàdòktò	'You (sg.) have seen the doctor.'
únàáhùnàdòktò	'You (pl.) have seen the doctor.'

¹Note that the 1st person singular pronoun suffix /-m(u)/ occurs following suffixed forms of a verb with the mid tone characteristic of monosyllabic noun and pronoun objects in environment 2 but that /-há/ occurs with low tone as in other 'subject' uses and not with the mid tone of object pronouns in environment 2. Compare: zùim 'sell to me', nyém 'give me', zuihá 'sell to them', nyehá 'give them'.

which contrast with the negative imperatives:

áñunadòktò 'Don't see the doctor.'

únaahúnadòktò 'Don't you (pl.) see the doctor.'

There is a less obvious difference between these forms in that the negative imperative, never having a vowel suffix, belongs to the set of verb forms constituting environment 1 for following noun objects:

ágálaahya 'Don't go to market.'

agáleezhíyá 'Don't go to his compound.'

while the perfect, having with most verbs a vowel suffix, belongs to the set constituting environment 2.

ágalaahyá 'One has gone to market.'

áǵaleézhıyá 'One has gone to his compound.'

Note that the tone pattern on the verb root itself in the perfect form is mid (following a high tone pronoun prefix) for (H) and (HL) verbs and low for (L) verbs - the same tone pattern as the - infinitive (etc.) -

(H)

áŋyónammmíí 'I have drunk wine.'

in'uonammii¹ 'You (sg.) have drunk wine.'

ōṇṇanammiṭṭi 'He (etc.) has drunk wine.'

ányàanúonammîî 'We have drunk wine.'

ūnūanūonammīī 'You (pl.) have drunk wine.'

āṇḍaṇāhāmmiṭṭi 'They have drunk wine.'

āṇuṇammīṭṭi 'Wine has been drunk.'

ámaakòan̄onam̄m̄ĩĩ 'Amako has drunk wine.'

¹Remember that mmɪɪ is irregular having (ˈ) tone in environments 2 and 4.

(L)

ákòq̣láṃjì	'I have planted yams.'
íkòq̣lajì	'You (sg.) have planted yams.'
òkòq̣lajì	'He (etc.) has planted yams.'
ányàákòq̣lajì	'We have planted yams.'
únàákòq̣lajì	'You (pl.) have planted yams.'
ákòq̣lañhàjì	'They have planted yams.'
ákòq̣lajì	'Yams have been planted.'
ñjókùkòq̣lajì	'Njoku has planted yams.'

Drill 10.2 The perfect form

Useful Word:

ùf̣a sleep

Key Word	Pattern	
	ágálaṃjìḥùdòktò	'I've been to consult the doctor.'
únù	únùagálṃjìḥùdòktò	
cínyèf̣e	cínyèf̣eagálṃjìḥùdòktò	
íj'íicèécìcè	cínyèf̣eej'éeíicèécìcè	'Cinyere has gone to think it over.'
ḥá	éj'éeleḥíicèécìcè	
ñwaṇneḥa	ñwaṇneḥeej'eeíicèécìcè	
íriaṇy	ñwaṇneḥeeríelaaṇy	'Their relatives have eaten meat.'
ndòq̣b'ỵàa	ndòq̣b'ỵàeeríelaaṇy	
íbyáḍy	ndòq̣b'ỵàabyáḍyla	'The guests have arrived.'
ígáḍyenugẉ'ù	ndòq̣b'ỵàagáḍylenugẉ'ù	'The guests have gone to Enugu.'

	<u>ndoo</u> b'yaagádúleenugw'ù	
cídì	cídiagádúleenugw'ù	
íg'ùakwúkwo	<u>cídi</u> ag'ùolaakwúkwo	'Cidi has read my letter.'
nném	nnémag'ùolaakwúkwo	
ít'eufá	<u>nném</u> et'eeluyfá	'My mother has awakened from sleep.'
yá	ót'eeluyfá	
ányì	ányìet'eeluyfá	
njók'ù	njók'ùet'eeluyfá	
ík'wùeg'ò	njók'ùakwùleeg'ò	'Njoku has paid.'
únù	únàakwùleeg'ò	

Review Drills

R.D. 10.1 Substitution - Transformation Drill - Affirmative - to negative with
/-ghɪ/-ghɪ/:

Key Word	Affirmative Pattern	Negative Pattern	
	òmaà <u>akwukwò</u>	òmághaàkwukwò	'He's a good student. ('He knows books.')
ghɪ	òmághɪ	òmághɪghɪ	'He knows you.'
mú	ámámghɪ	ámághɪmghɪ	
ícò	ácòròmghɪ	ácòghɪmghɪ	'I want you.'
ífùezhí	ácòròmífùezhí	ácòghɪmífùezhí	'I want to go outside.'
ányì	ányìcòrífùezhí	ányaacòghɪífùezhí	
ínònúuyò	ányìcòrínònúuyò	ányaacòghɪínònúuyò	'We want to stay home.'
há	ácòròhínònúuyò	ácòghɪhínònúuyò	
ínwé	énwéfèhúuyò	énwéghɪhúuyò	'They have [a] house.'
únù	únùnwéfuuyò	úneénwéghuuyò	
íshí	únùshíuyò	úneeshíghuuyò	'You (pl.) [go] through [the] house.'
yá	óshúuyò	òshíghúuyò	
íwù	òwùuyò	òwùghúuyò	'It is a house.'

íccèécìcè	<u>òwúuyò</u> òcèrèécìcè	òwúghúuyò òcéghìécìcè	'He thinks.'
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R.D. 10.2 Substitution - Transformation Drill - Question with Affirmative and Negative Answer:

220

Key Word	Question	Affirmative Answer	Negative Answer
	ògìíj'èahya	ée ógìíj'èahya	òdíghì ògághìíj'èahya
ízù	ògìízzùahya	ée ógìízzùahya	òdíghì ògághìízzùahya
ínò náahya	ògìínònáahya 'Is he going to stay at market?'	ée ógìínònáahya	òdíghì ògághìínònáahya
íshiahya	ògìíshiahya 'Is he going to [pass] through [the] market?'	ée ógìíshiahya	òdíghì ògághìíshiahya
há	àgáñííshiahya	ée ágáñííshiahya	òdíghì àgághìñííshiahya
jèekúmiĩ1	èjèhèekúmiĩ1 'Does she customarily fetch water?'	ée éjèhèekúmiĩ1	òdíghì èjéghìhèekúmiĩ1
únù	ùnùjèekúmiĩ1	ée ányìjèekúmiĩ1	òdíghì ányìjèghèekúmiĩ1
ínyù	ùnùjaanýúmiĩ1	ée ányìjaanýúmiĩ1	òdíghì ányìjèghaanýúmiĩ1
mmìĩ	ùnùjaanýummìĩ	ée ányìjaanýummìĩ	òdíghì ányìjèghaanýummìĩ
ghí	ìjaanýummìĩ	ée éjèmaanýummìĩ	òdíghì èjéghìmaanýummìĩ
ízù	ìjaazýummìĩ	ée éjèmaazýummìĩ	òdíghì èjéghìmaazýummìĩ
íbyàngáà	ìjaabyá̀ngáà	ée éjèmaabyá̀ngáà	òdíghì èjéghìmaabyá̀ngáà

í'cò	ì'còrììbyàngáà	éé á'còròmììbyàngáà	ò'dìghì à'còghììbyàngáà
	'Do you (sg.) want to come here?'		
yá	ò'còrììbyàngáà	éé ó'còrììbyàngáà	ò'dìghì ò'còghììbyàngáà
ínò	ò'còrììnòngáà	éé ó'còrììnòngáà	ò'dìghì ò'còghììnòngáà
á'maakò	á'maakòò'còrììnòngáà	éé ó'còrììnòngáà	ò'dìghì ò'còghììnòngáà
íshì	á'maakòò'shìngáà	éé ó'shìngáà	ò'dìghì ò'shìghìngáà
	'Is Amako from here?'		

<u>Pronunciation</u>		<u>Structure</u>
	-ámaakò-	
óg'è		
òlóóg'òqháfùrụ		òléé-og'è-q'háfùrụ
	-évànz-	
-kà		
hỹédịkà		hỹé-dị-kà
qháfùrụhỹédịkèélekeraásà		q'háfùrụ-hỹédịkà-élekere-ásà
	-ámaakò-	
qgaralooléé		q-gara-la-olée
	-évànz-	
qgw'ụ		
úlqóqgw'ụ/úyqóqgw'ụ		uyo-qgw'ụ
qgàruúlqóqgw'ụ		q-gàra-úlq-qgw'ụ
	-ámaakò-	
c1		
íkè		(L)
cínèékè		cí-nà-ékè
cínèékèe òj'eriímègịrị-		cínèékè-e ò-j'ere-ímè-
luuyqóqgw'ụ		giri-la-uyq-qgw'ụ
	-évànz-	
nwíyè		
nwíyèyámùfụnwá		nwíyè-yá-mùfụ-nwá

Basic Sentences

<u>Spelling</u>	<u>English</u>
	-Amako-
oge	time
Olee oge o hafuru?	When did he leave?
	-Evans-
ka	like
ihe di ka	approximately, about
	('thing which is like')
O hafuru ihe di ka	He left about seven o'clock.
elekere asaa.	
	-Amako-
O gara n'ole?	Where did he go?
	-Evans-
ogwu	medicine
ulq ogwu	hospital
O gara ulq ogwu.	He went to the hospital.
	-Amako-
chi	God
ike	to create
chineke	God (creates)
Chineke e! O jere ime	Good lord! What did he go to
giri n'ulq ogwu?	do at the hospital?
	-Evans-
nwanyị	wife
Nwanyị ya muru nwa.	His wife had a baby.

	-ámaakò-	
ò-mùfũ-ṅṅwá-gírí		ò-mùfũ-ṅṅwá-gírí
	-évànz-	
ò-mùfũ-ṅṅwá-ṅwook'ò		ò-mùfũ-ṅṅwá-ṅwook'ò
	-ámaakò-	
yáyọ		yá-yọ
ísí		(H)
ámù		(pronoun subject used in indirect speech)
íjù		(H)
íjùc 'a		
ùmù		(pronoun used in indirect speech)
yáyọ sáamàa júc 'aalùùmù		yá-yọ sí-amù-a júc 'aala-ùmù ¹

¹The forms introduced here in indirect speech will be explained and drilled later in the course.

Drill 11.1 Variation Drill on a Basic Sentence:

Useful Word:

íma'ña 'to realize, to know'

-Amako-

Ọ muru nwa giri?

What sex child did she have?

-Evans-

Ọ muru nwa nwaoke.

She had a boy child.

-Amako-

ya lq

if he returns

1s1

to say

pronoun used in indirect
speech

1ju

to ask

1jucha

to inquire after

umu

pronoun used in indirect
speechYa lq, s1 mu ajuchaala
umu.If he returns, say that I
have asked after them the
wife and baby .

Key Word

Pattern

ghí

ògaraloolée'

'Where did he go?'

ífù

ìgaraloolée'

ìfuryoolée'

'Where did you go out
[to]?'

únù

ùnufuryoolée'

	ùnufur <ul style="list-style-type: none">u looléé'	
íj'è	ùn <u>u</u> j'ere <ul style="list-style-type: none">l ooléé'	'Where did you (pl.) go?'
há	èj'erehá <ul style="list-style-type: none">l ooléé'	
íma'fa	amaá'fa <u>h</u> ooléé'	'What places do they know.' ('Where do they know.')
ányị	ányịmaá'fa <ul style="list-style-type: none">l ooléé'	
ífè	ányịfe <ul style="list-style-type: none">l ooléé'	'Where did we pass?'
àd'á (P.N.)	àd'oofer <ul style="list-style-type: none">l ooléé'	
írù	àd'oorur <ul style="list-style-type: none">u ooléé'	'Where did Ad'a get to ('reach').'
áhya	àd'ooruraáhya	'Did Ad'a get to market?'
há	èruruhááhya	
ínwè	ènwè'ehááhya	'Do they have a market?'
únù	únunwé'faáhya	
jí	únunwé'fejị	'Do you (pl.) have yams?'
írì	únurí'rijị	'Did you eat yams?'
í'còirì	únucòrì'í'rijị	'Do you want to eat yams?'
ghị	ìcòrì'í'rijị	
c'ídị (P.N.)	c'ídò'còrì'í'rijị	'Does Chidị want to eat yams?'
í'ré	c'ídò'còrì'í'réjị	'Does Chidị want to sell yams?'
í'gìiré	c'ídì'gì'í'réjị	'Is Chidị going to sell yams.'
yá	ògì'í'réjị	

	ògííré ₁₁	
ánwùřu	ògííráánwùřu	'Is he going to sell tobacco?'
ínù	ògíínùánwùřu	
ñwíyèghí	ñwíyèghíògíínùánwùřu	'Is your wife going to smoke tobacco?'

Drill 11.2 Variation Drill on a Basic Sentence:

Useful Word:

m̀bù 'first, before

Key Word	Pattern	
	òháfùrùh̃yédìkèélekeraàsàà	'He left about seven o'clock.'
m̀ù	áháfùrùh̃yédìkèélekeraàsàà	
ígà	ágàramh̃yédìkèélekeraàsàà	'I went at about seven o'clock.'
m̀bù	ágàramh̃yédìkèélekerem̀bù	
cídì	cídìgarah̃yédìkèélekerem̀bù	'Child went about one o'clock.' ('the first hour')
íbyá	cídìbyarah̃yédìkèélekerem̀bù	
àbùò ¹	cídìbyarah̃yédìkèélekeraàbùò ¹	
h̃á	ábyàrah̃h̃yédìkèélekeraàbùò	
íj'è	éj'èreh̃h̃yédìkèélekeraàbùò	

¹Note: àbùò is an invariable noun - it does not show the tone shifts characteristic of Class II nouns in environment 4.

	éj'èrehāh̄yédìkèélekeraà <u>bú</u> ò	
ìshíí	éj'èrehāh̄yédìkèélekeraììshíí	'They went at about six o'clock.'
yá	ó <u>j</u> èreh̄yédìkèélekeraììshíí	
ígííj'è	ó <u>g</u> ííj'èh̄yédìkèélekeraììshíí	'He's going to go about six o'clock.'
àtò	ó <u>g</u> ííj'èh̄yédìkèélekeraàtò	
ányì	ányì <u>g</u> ííj'èh̄yédìkèélekeraàtò	
fùrù	ányìfùrùh̄yédìkèélekeraà <u>t</u> ò	'We went out at about three o'clock.'
ànnò	ányìfùrùh̄yédìkèélekeraànnò	
únù	únùfùrùh̄yédìkèélekeraànnò	
gìífù	únùgìífùh̄yédìkèélekeraà <u>nn</u> ò	'You're going to go out about four o'clock.'
ìsò	únùgìífùh̄yédìkèélekeraììsò	
ónyaaḥà	ónyaaḥàgìífùh̄yédìkèélekeraììsò	
ríríří	ónyaaḥàríríříh̄yédìkèélekeraììsò	'That person ate about five o'clock.'
mú	érírimříh̄yédìkèélekeraìì <u>s</u> ò	
àsátò	érírimříh̄yédìkèélekeraàsátò	
ínùakw̄'a	ánùřum <u>a</u> akw̄'ah̄yédìkèélekeraàsátò	'I had an egg about eight o'clock.'
ghí	ínùř <u>a</u> akw̄'ah̄yédìkèélekeraàsátò	
íbyàngáà	íbyàrangáàh̄yédìkèélekeraà <u>s</u> átò	
ìtéghete	íbyàrangáàh̄yédìkèélekeraììteghete	

	íbyàrangáàhýédìkèélekeríiteghete
yá	óbyàrangáàhýédìkèélekeríiteghete
ìrí	óbyàrangáàhýédìkèélekeríirí

Note 11.1 The infinitive as expression of purpose:

òj'eriímégirí (ò-j'ere-ímé-girí)
'He went to do what?'

As in English, the Igbo infinitive is used to express purpose. In this construction it follows a verbal construction, such as the RA (past) form in the example. The verbal construction may have an object:

éj'èremaáhyízzúazù (é-j'ère-mý-áhya-zzú-azù)
'I went to market to buy fish.'

contrast the subsequential form:

éj'èremaáhya zúoazù 'I went to market and bought fish.'

Drill 11.3 Infinitives Expressing Purpose:

Useful Words:

ízùte	to meet
òkóro	youth
nwóókoro	child of youth (P.N.)
úzò	road, door
óhya	bush

a)

Key Word	Pattern	
	<u>ój'èr</u> íizụažù	'He went to buy fish.'
ój'èraáhya	<u>ój'èra</u> áhyíizụažù	'He went to market to buy fish.'
mụ	éj'èrema <u>áhyíiz</u> ụažù	'I went to market to buy fish.'
ụmụáhya	éj'èremụmụáhya <u>íiz</u> ụažù	'I went to Umuahia to buy fish.'
íh̃h̃dọktò	éj'èremụmụáhya <u>íh̃h̃d</u> ọktò	'I went to Umuahia to see the doctor.'
íkwùshì (là)	ákwùshìrìmlụmụáhya <u>íh̃h̃d</u> ọktò	'I stopped at Umuahia to see the doctor.'
lụyuzò	ákwùshìrìmlụyuzì <u>íh̃h̃d</u> ọktò	'I stopped en route ('on the road') to see the doctor.'
írinhye	ákwùshìrìmlụyuzì <u>írin</u> hye	'I stopped en route to eat something.'
ngááhà	ákwùshìrìmngááhì <u>írin</u> hye	'I stopped there to eat something.'
ígà	ágàramngááhì <u>írin</u> hye	'I went there to eat something.'
izùtẹnwánnem	ágàramngááhìizùtẹnwánnem	'I went there to meet my bother (sibling).'

ngwóókoro (P.N.)	ngwóókoro <u>gàranga</u> <u>áàhí</u> <u>zùtè</u> ngwánnem	'Nwookoro went there to meet my brother.'
ífùezhí	ngwóókoro fùreezhí <u>zùtè</u> ngwánnem	'Nwookoro went outside to meet my brother.'
ínụanwùfụ	<u>ngwóókoro</u> fùreezhí <u>ínụanwùfụ</u>	'Nwookoro went outside to smoke.'
ányị	ányị <u>fùreezhí</u> <u>ínụanwùfụ</u>	'We went outside to smoke.'
gịífùezhí	ányị <u>gịífùezhí</u> <u>ínụanwùfụ</u>	'We're going to go outside to smoke.'
íkwúokwu	<u>ányị</u> <u>gịífùezhí</u> <u>íkwúokwu</u>	'We're going to go outside to talk.'
ịb'à	ányị <u>gị</u> ịb' <u>èezhí</u> <u>íkwúokwu</u>	'We are going to go into the yard to talk.'
líimuuyò	<u>ányị</u> <u>gị</u> ịb' <u>à</u> <u>líimuuyò</u> <u>íkwúokwu</u>	'We are going to go inside the house to talk.'
hà	<u>àgàh</u> <u>ị</u> ịb' <u>à</u> <u>líimuuyò</u> <u>íkwúokwu</u>	
áb'áàlaha	áb'áàlaha <u>hà</u> <u>líimuuyò</u> <u>íkwúokwu</u>	'They have gone inside the house to talk.'
ícòòkụkò	áb'áàlaha <u>hà</u> <u>líimuuyò</u> <u>ícòòkụkò</u>	'They have gone inside the house to look for a chicken.'

óhya áb'áálahàlímúyòí còókukò
 áb'áálahòóhyaí còókukò

'They have entered the
bush to look for a
chicken.'

yá ób'áálóohyaí còókukò
 íkòjí ób'áálóohyí kòjí

'He has entered the
bush to cultivate
yams.'

b)

Useful Words:

íná (HL)	to take (from)
ínáta (HL+)	to receive
íce (H)	to await

Key Word

Pattern

ágámííhùdòktò ídímma

'I'm going to see
the doctor to get
well.'

ányì

ányìgííhùdòktò ídímma

ínátíyòógw'ù

ányìgííhùdòktò ínátíyòógw'ù

'We're going to see
the doctor to
receive [from]
him medicine.'

á	ágìíhùdòktò ìnàtìyòogw'ù	'The Dr. must be seen in order to receive [from] him medicine.'
ìzùtá	ágìíhùdòktò ìzùtòogw'ù	'The Dr. should be seen in order to buy medicine.'
ìgàahya	ágììgàahya ìzùtòogw'ù	'One has to go to market to purchase medicine.'
há	ágàhììgàahya ìzùtòogw'ù	'They are going to market to purchase medicine.'
gàra	ágàrahaàhya ìzùtòogw'ù	'They went to market to purchase medicine.'
úyòogw'ù	ágàrahuúyòogw'ù ìzùtòogw'ù	'They went to the hospital to buy medicine.'
ìhùṅwanneányị	ágàrahúuúyòogw'ù ìhùṅwanneányị	'They went to the hospital to see our brother [or sister].'
ányị	ányìgaruúyòogw'ù ìhùṅwanneányị	'We went to the hospital to see our brother [or sister].'
ìnòdụ--la	ányìnòdịrịlúuúyòogw'ù ìhùṅwanneányị	'We stayed at the hospital to see our brother.'

íce	ányìnqđırılúuyq̄q̄g̃'ù <u>íhúnwánnéányı</u> <u>ányìnqđırılúuyq̄q̄g̃'ù</u> ícénwánnéányı	'We stayed at the hospital to await our brother.'
yá	q̄nq̄đırılúuyq̄q̄g̃'ù ícénwánnéányı	'He stayed at the hospital to wait for our sister.'
lúuyò	q̄nq̄đırılúuyò <u>ícénwánnéányı</u>	'He stayed at home to wait for our sister.'
íshíraany f̃ı	q̄nq̄đırılúuyò íshíraányıf̃ı	'She stayed at home to cook food for us.'
há	ánq̄đırıl̃halúuyò <u>íshíraányıf̃ı</u>	'They stayed at home to cook us food.'
íg'ùakwúkwo	ánq̄đırıl̃halúuyò íg'ùakwúkwo	'They stayed at home to read.'
íháfùq̄f̃ı	áháfùr̃ỹh̃q̄q̄f̃ı <u>íg'ùakwúkwo</u>	'They left work to read.'
ígàskùul ¹	áháfùr̃ỹh̃q̄q̄f̃ı <u>ígàskùul</u>	'They left work to go to school.'
ínwèeg'o	énwèfèh̃éeg'o <u>ígàskùul</u>	'They have money to go to school.'
ízùr̃ỹf̃ı	énwèfèh̃éeg'o <u>ízùr̃ỹf̃ı</u>	'They have money to buy themselves food.'

¹This tone pattern is irregular - probably because of the English word.

ányì

ányìnwéřeeg'o ízùrurĩ

'We have money to
buy ourselves
food.'

ìlúuyò

ányìnwéřeeg'o ìlúuyò

'We have money to
go home.'

Unit 12

PronunciationStructure

-wétà-

òlééhỹ́t̄còrọ́

òléé'-hỹe-t̄-còrọ́

-címà-

rá̄s̄t̄

á-còrọ́-m-rá̄s̄t̄-lá-á̄n̄ȳ-òk̄k̄ò

á-còrọ́-m-rá̄s̄t̄-lá-á̄n̄ȳ-òk̄k̄ò

-wétà-

ì-gakwan̄t̄-ì̄n̄ȳ-ḡt̄r̄t̄

ì-gakwan̄t̄-ì̄n̄ȳ-ḡt̄r̄t̄

-címà-

míř̄k̄(1)

á-gà-m̄ȳ-ì̄n̄ȳ-míř̄k̄

á-gà-m̄ȳ-ì̄n̄ȳ-míř̄k̄

-wétà-

í̄n̄wé

(HL)

òz̄q̄/ò̄j̄q̄

(noun)

òz̄q̄/ò̄j̄q̄

(adjective)

ò̄n̄wéř̄é̄nhỹ́q̄òz̄t̄còrọ́

ò̄-n̄were-n̄hỹe-òz̄q̄-t̄-còrọ́

-címà-

m̄'ò̄m̄ í̄méene

Basic Sentences

<u>Spelling</u>	<u>English</u>
	-Waiter-
Olee ihe 1 cqrq?	What (thing) do you (sg.) want?
	-Chima-
rice	God knows (proper name for a male) rice
A cqrq m rice na anu qkukq.	I want rice and chicken (meat).
	-Waiter-
I ga kwan1 iñu giri?	And what are you going to drink?
	-Chima-
milk	milk
A ga m iñu milk.	I'm going to drink milk.
	-Waiter-
inwe	to exist (as in 'there is ---')
qzq	another, again
qzq	other, else, again
O nwere ihe qzq 1 chqrq?	Is there something else you want?
	-Chima-
E-e, 1 meelee.	No, thank you.

<p> $\grave{m}h\acute{m}\grave{m}/\acute{m}\grave{m}$ $s\grave{i}gar\acute{e}\grave{e}t'(1)$ $\grave{m}h\acute{m}\grave{m} \grave{u}nu\grave{w}\acute{e}\acute{f}es\grave{i}gar\acute{e}\grave{e}t'$ $-w\acute{e}t\grave{a}-$ $\acute{u}kpa/\acute{o}kpa$ $\acute{e}e \grave{o}l\acute{e}\acute{e}\acute{u}kpa\grave{k}\grave{i}\acute{i}c\grave{o}r\acute{o}$ $-c\acute{i}m\grave{a}-$ $b\acute{a}s\grave{i}k\acute{u}l(\acute{u})$ $\acute{a}c\grave{o}r\acute{o}mb\acute{a}s\grave{i}k\acute{u}l$ $\acute{i}w\grave{e}\grave{t}a$ $\acute{i}w\grave{e}\grave{t}ara$ $w\grave{e}\grave{t}\acute{a}kwaram\acute{m}ac\grave{i}s$ $-w\acute{e}t\grave{a}-$ $\acute{o}d\grave{i}\acute{m}\acute{m}\acute{a}$ $-c\acute{i}m\grave{a}-$ $\acute{u}gw\acute{o}$ $\acute{m}\acute{g}\acute{i}\acute{i}kw\grave{u}gh\acute{u}gw\acute{o}$ $-w\acute{e}t\grave{a}-$ $\acute{e}e$ $-c\acute{i}m\grave{a}-$ $\acute{n}gw\acute{a}/\acute{n}gw\acute{a}n\grave{t}$ $\acute{n}gw\acute{a}n\grave{t} j'\acute{e}\acute{e}w\grave{e}\grave{t}\acute{a}ram\acute{c}e\grave{e}n\grave{t}j$ </p>	<p> $\acute{m}h\acute{m}\grave{m} \grave{u}nu-\grave{u}w\acute{e}\acute{f}e-s\grave{i}gar\acute{e}\grave{e}t'$ $\acute{e}e \grave{o}l\acute{e}\acute{e}-\acute{u}kpa-k\grave{e}-\acute{i}-c\grave{o}r\acute{o}$ $\acute{a}-c\grave{o}r\acute{o}-m-b\acute{a}s\grave{i}k\acute{u}l$ $\acute{i}w\grave{e} + \grave{t}a$ $\acute{i}w\grave{e} + \grave{t}a + ra$ $w\grave{e}\grave{t}\acute{a}kwa-ra-\acute{m}-mac\grave{i}s$ $\acute{m}-ga-\acute{i}kw\grave{u}-gh\grave{t}-\acute{u}gw\acute{o}$ $\acute{n}gw\acute{a}n\grave{t} j'\acute{e}\acute{e}-w\grave{e}\grave{t}\acute{a}-ra-\acute{m}-ce\grave{e}n\grave{t}j$ </p>
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hmm	Oh!
cigarette	cigarette(s)
Hmm, unu nwere cigarette?	Oh! Do you have cigarettes?
-Waiter-	
okpa	type, brand, kind
E, ole okpa ke i cqrq?	Yes, what kind do you want?
	(What kind that you want?)
-Chima-	
Bicycle	Bicycle (brand of
	cigarettes), bicycle
A cqrq m 'Bicycle'.	I want 'Bicycle'.
iweta	to bring
iwetara	to bring for ---
Wetakwaram matches.	Bring (for) me matches too.
-Waiter-	
Q di nma.	Alright.
-Chima-	
ugwq	debt
M ga ikwu gi ugwo?	Am I to pay you (the debt)?
-Waiter-	
E	Yes.
-Chima-	
ngwa/ngwani	O.K., come on, etc.
Ngwani. Jee wetaram	O.K. Go bring me change.
change.	

-wétà-

̀ndéewó

̀ndéewó

Drill 12.1 Variation Drill on a Basic Sentence

Key Word

Pattern

	ácòròmraìsìlaánu
édè	ácòròmèédèlaánu
yá	òcòrèédèlaánu
ńí	òcòròńínàánu
ányị	ányịcòròńínàánu
míříkí	ányịcòròmíříkílaánu
há	ácòròhámíříkílaánu
míří	ácòròhámířínàánu
ámaakò	ámaakòcòròmířínàánu
mmíńkwụ	ámaakòcòròmmíńkwụlaánu
ráìsì	ámaakòcòròráìsìlaánu
ányị	ányịcòròráìsìlaánu
jí	ányịcòròráìsìlají
mụ	ácòròmraìsìlají
há	ácòròháraìsìlají
yá	òcòròráìsìlají
édè	òcòrèédèlají
ńí	òcòròńínàjí
míříkí	òcòròmíříkílají

-Waiter-

ndeewo

thanks, greetings

Ndeewo.

Thanks.

	ó cò r q m í ñ k í l a j í
mí ñ í	ó cò r q m í ñ à j í
á n y ì	á n y ì cò r q m í ñ à j í
á m a a k ò	á m a a k ò cò r q m í ñ à j í
á	á cò r q m í ñ à j í
m ñ ì ñ k w u	á cò r q m ñ ì ñ k w u l à j í
é d è	á cò r e é d è l a j í
m ñ ì ñ	á cò r e é d è l a m ñ ì ñ
ñ í	á cò r q ñ í n à m ñ ì ñ
m í r í k í	á cò r q m í ñ k í l a m ñ ì ñ
á n y ì	á n y ì cò r q m í ñ k í l a m ñ ì ñ
m ú	á cò r q m m í ñ k í l a m ñ ì ñ
m í ñ í	á cò r q m m í ñ à m ñ ì ñ
h á	á cò r q h a m í ñ à m ñ ì ñ
á n y '	á cò r q h a m í ñ à á n y
á m a a k ò	á m a a k ò cò r q m í ñ à á n y
m ñ ì ñ k w u	á m a a k ò cò r q m ñ ì ñ k w u l à á n y
ñ g w ò	á m a a k ò cò r q m ñ ì ñ k w u l à ñ g w ò

Drill 12.2 Variation Drill on a Basic Sentence

Key Word

Pattern

	ágámííñùmíříkí
í'z'ù	ágámíí'z'ùmíříkí
í'ré	ágámíí'ré'míříkí
ghí	í'gíí'ré'míříkí
yá	ó'gíí'ré'míříkí
íwè	ó'gíí'wè'míříkí
ínyé	ó'gíí'nyè'míříkí
ńd'ù	ńd'ù'gíí'nyè'míříkí
únù	únù'gíí'nyè'míříkí
íwèta	únù'gíí'wè'tamíříkí

Note 12.1 òz'ò/ò'j'ò and òz'ò/ò'j'ò

Note the sentence:

ò'ngwèfèñh'ỹ'ò'z'í'c'ò'ò' 'Is there something else you want?'

In this sentence ò'z'ò (also pronounced ò'j'ò) is modifying ñh'ỹe in the sense 'another thing, something else'. Compare the sentences:

1. áh'ũ'rũm'ò'z'ò 'I saw another.'
2. áh'ũ'rũm'í'y'ò'z'ò 'I saw him again.'

In these sentences the form ò'z'ò (also pronounced ò'j'ò) is functioning in sentence 1 as noun object of the verb and, in sentence 2 as adverb of time following the pronoun object.

ò'z'ò is the noun and frequently functions adverbially. ò'z'ò is the adjective and commonly functions as modifier. ò'z'ò may occur finally after non-low tone with adverbial significance (alternating with ò'z'ò) but even there the translation is often 'another(one)':

ìnúnoòzọ 'Have you heard again?'

ìnúnoòzọ 'Have you heard another [thing]?'

Drill 12.3 Sample sentences without substitutions illustrating
òzọ and òzọ

Useful Words:

mmad'ù	man	ṛwàtākírí	small child
íbyáhu	to come again	úmù	children, offspring
ntākírí	small	úmùtākírí	small children

àgághímíbyúuyòzọ

'I won't come home again.'

ìcòríbyúuyòzọ

'Do you want to come home again?'

òzọgìimé

'Another is going to occur.'

nh̄òzọgìimé

'Something else is going to happen.'

ácòromóonyòzọ

'I want somebody else.'

òdìghíroonyòzómma

'It is not good for another person.'

òbyáhulòzọ or

'He has come again.'

òbyáhulòzọ

ògìikwuòzọ

'He is going to speak again.'

úmùtākíroòzọabyála

'Other children have come.'

mmad'ùòzọobyákwala

'And has another man come?'

òzọkwaa

Again! Repeat!

ánùfùmòzọ

'I heard another.'

ánùfùmnh̄òzọ

'I heard something else.'

ìnúkwaloòzọ or

'And have you heard again?'

ìnúkwaloòzọ

ìnúnòòzọ or

'Have you heard again?'

ìnúnòòzọ

Drill 12.4 Variation Drill on a Basic Sentence:

Key Word

Pattern

	wètákwarammacìsị	'Also bring matches for me.'
yá	wètákwariyamacìsị	
òzọ	wètákwariyòòzọ	'Also bring another for him.'
ányị	wètákwaraányòòzọ	
ókpoòjọ	wètákwaraányòòkpòòjọ	'Also bring (for) us another kind.'
ámaakọ	wètákwaraamaakòkpòòjọ	'Also bring Amako another kind.'
básìkùl	wètákwaraamaakòbasìkùl	'Also bring Amako 'Bicycle'.'
ṇwághị	wètákwaraṇwaghịbasìkùl	'Also bring your child a bicycle.'
ég'ò	wètákwaraṇwaghéeg'ò	
ndóogòghị	wètákwara ndóogòghéeg'ò	'Also bring (for) your in laws money.'
mífìkì	wètákwara ndóogòghì mífìkì	'Also bring your in laws milk.'
ṇwíyém	wètákwaraṇwíyém mífìkì	'Also bring my wife milk.'
ráìs	wètákwaraṇwíyém ráìs	
cínyèfè	wètákwara cínyèfè <u>ráìs</u>	'Also bring Cinyere rice.'
ánụ	wètákwara cínyèfè ánụ	

	wètákwaracinyèřaánu	
nnéghi	wètákwarannegháanu	'Also bring your mother meat.'
tóró	wètákwaranneghítóró	'Also bring three pence for your mother.'
íkpe (P.N.)	wètákwaríikpétóró	

Note 12.2 Pronoun Prefix m(y):

1. mǝ́ǝ́kwǝ́ghyǝ́gwǝ́ 'Am I to pay you (the debt)?'

This sentence illustrates the use of the 1st person singular pronoun /m(y)/ as a pronominal prefix in a question instead of as a suffix with prefix /a-/e-/. Alternatively the sentence might read:

2. àgamǝ́ǝ́kwǝ́ghyǝ́gwǝ́

with similar meaning. The difference between these two questions is largely a matter of the degree of expectation on the part of the speaker. In sentence 1 he expects to pay the bill but is enquiring concerning the person to whom payment is to be made. In sentence 2 he is enquiring if he is to pay the bill. In short à---m(y) is somewhat more emphatically a question concerning the subject than is the alternative. The same alternation is possible with third person plural. However the 'matter of fact' question forms are:

- mǝ́ǝ́kwǝ́ghyǝ́gwǝ́ 'Am I ----?'
- àgahǝ́ǝ́kwǝ́ghyǝ́gwǝ́ 'Are they ----?'

while the alternate forms are more emphatic of the person.

- àgamǝ́ǝ́kwǝ́ghyǝ́gwǝ́ 'Am I ----?'
- hàgǝ́ǝ́kwǝ́ghyǝ́gwǝ́ 'Are they ----?'

Drill 12.5 Variation Drill on a Basic Sentence with Pronoun
prefix m(y):

Key Word		Pattern
	<u>m</u> g ¹ íkwùghuugwò	'Am I to pay you (the bill)?'
yá	òg ¹ íkwùghuugwò	
ég'ò	òg ¹ íkwùgheeg'ò	'Is he to pay you (the money)?'
hã	àgañ ¹ íkwùgheeg'ò	
ínyè	àgañ ¹ ínyègheeg'ò	'Are they to give you [the] money?'
ányị	ànyịg ¹ ínyègheeg'ò	
òkúkò	ànyịg ¹ ínyèghoókúkò	'Are we to give you [a] chicken?'
únù	ànyịg ¹ ínyuunòókúkò	
mý	m ¹ g ¹ ínyuunòókúkò	
ízùtara	m ¹ g ¹ ízùtaruunòókúkò	'Am I to buy and bring for you [a] chicken?'
hã	m ¹ g ¹ ízùtarañhoókúkò	'Am I to buy and bring for them [a] chicken?'
sìgaréèt'	m ¹ g ¹ ízùtarañhasìgaréèt' ¹	'Am I to buy and bring for them cigarettes?'
íwètara	m ¹ g ¹ íwètarañhasìgaréèt' ¹	'Am I to bring for them cigarettes?'
ókpoóle	m ¹ g ¹ íwètarañhoókpoóle	'What kind am I to bring for them?'
únù	ùnug ¹ íwètarañhoókpoóle	
íkwù	ùnug ¹ íkwùñhoókpoóle	'What kind are you to pay them?'
ányị	ùnug ¹ íkwùányịòkpoóle	'What kind will you pay us?'

247

Instead these show the characteristic tone patterns (in their non-final syllables) of environment 1 (including the (‘‘) pattern of Class II nouns following non-low tones). Compare:

Environment 1

óríróókúkò

He ate chicken.

hýóókúkòcòró

thing chicken wants

II

(òkúkò)

However, in their finals, these nouns exhibit the tone patterns not of environment 1 but of environment 3. Compare:

Environment 3

cínyèǎányí

'our Cinyere'

hýécínyèǎécòró

'thing Cinyere wants'

The noun modified by the relative clause is in environment 3 and shows the appropriate tone patterns:

Environment 3

únèǎémgiíréere

'bananas that I am going to sell --'

Drill 12.6 Variation Drill on a Basic Sentence with Relative Clause:

Useful Word:

írá (H) to lick, to lap

Key Word

Pattern

òṅweǎehýóòjǐcòró

'Is there something else you want?'

ákwúkwo

òṅweǎákwúkwoòjǐcòró

'Is there another book you want?'

únù

òṅweǎákwúkwoòjuúnucòró

ínwè

òṅweǎákwúkwoòjuúnunwèǎe

'Is there another book you have?'

	òṅweṣákwukwòò juúnunṅwéṣe	
úyò	òṅweṣuúyòò jò <u>únunṅwéṣe</u>	'Have you another house?'
yá	òṅweṣuúyòò jò <u>ónwéṣe</u>	
ízù	òṅweṣuúyòò jò <u>óòzùrù</u>	'Is there another house he bought?'
ógw'ù	òṅweṣóógw'òò jò <u>óòzùrù</u>	'Is there other medicine he bought?'
ndaahà	òṅweṣóógw'òò jò <u>ndaahàzùrù</u>	'Is there other medicine those people bought?'
ínù	òṅweṣóógw'òò jò <u>ndaahànjùṣù</u>	'Is there other medicine those people took?'
mmĩĩ	òṅweṣemmmĩĩò jò <u>ndaahànjùṣù</u>	
ṅwóok'aà	òṅweṣemmmĩĩò jò <u>ṅwóok'aànjùṣù</u>	'Is there other wine that fellow drank?'
íkùru	òṅweṣemmmĩĩò jò <u>ṅwóok'aàkùuru</u>	'Is there other wine that fellow dipped up (for) himself?'
ófe	òṅweṣóófòò jò <u>ṅwóok'aàkùuru</u>	
ṅwánnem	òṅweṣóófòò jò <u>ṅwánnemkùuru</u>	'Is there other soup my brother dipped up?'
íshì	òṅweṣeófòò jò <u>ṅwánnemshìrì</u>	
ṣí	òṅweṣeṣíò jò <u>ṅwánnemshìrì</u>	'Is there other food my wife cooked?'
ṅwíyè	òṅweṣeṣíò jò <u>ṅwíyèṣhìrì</u>	
ízùṭa	òṅweṣeṣíò jò <u>ṅwíyèṣzùṭara</u>	'Is there other food my wife bought?'

	òṇweṛeṛíò jṇwíyémzùṭara	
épe	òṇweṛeépòò jṇwíyémzùṭara	
ṇjók'ù	òṇweṛeépòò jṇjók'ùzùṭara	'Are there other oranges Njoku bought?'
írà	òṇweṛeépòò jṇjók'ùràra	'Are their other oranges Njoku sucked (licked)?'
únèṛe	òṇweṛuúnèṛòò jṇjók'ùràra	
ghí	òṇweṛuúnèṛòò jṭíràra	
íre	òṇweṛuúnèṛòò jṭírére	'Are there other bananas you sold?'
nhýe	òṇweṛénhýòò jṭírére	
ícò	òṇweṛénhýòò jṭícòrò	

Drill 12.7 Review Drill - íjì in a subordinate clause expressing means followed by the Progressive Form of the Verbal noun:

Useful Word:

hýémèṛe reason why

Key Word		Pattern
	òlóòt'ùíjì <u>ázàgháèzhi</u>	'How are you sweeping the compound?'
ífù	òlóòt'ùíjì áfùghéèzhi	'How come you're constantly going outside?'
únù	òlóòt'ùúnújì áfùghéèzhi	'How come you (pl.) are always going outside?'
hýémèfe	òlééhýémèfeunujì <u>áfùghéèzhi</u>	'What's the reason [that] you are constantly going out?'
íshi	òlééhýémèfeunujì <u>èshígheèzhi</u>	'What's the reason [that] you are going through the compound?' ('using the compound and going through')
ínòneezhi	<u>òlééhýémèfeunujì</u> ánòghalèezhi	'What's the reason [that] you are [planning to] stay outside?'
gírimèfe	gírimèfuúnújì ánòghalèezhi	'What happened (and) [that] you are about to remain outside?'
ífùtèezhi	<u>gírimèfuúnújì</u> áfùtágheèzhi	'What happened [that] you are about to (intend to) come outside?'
ócòrìímáhýe	ócòrìímáhýuunujì áfùtágheèzhi	'He wants to know how you are going to come outside?'

ĩmāřa	óçòrĩĩmāřahỹuunuji <u>áfùtágheezhi</u>	'He wants to comprehend why you are going to come outside.'
ĩřũqũřũ	óçòrĩĩmāřahỹuunuji <u>àřũghqořũ</u>	'He wants to comprehend how come you are working.'
ĩme	óçòrĩĩmāřamũuunuji <u>àřũghqořũ</u>	'He wants to comprehend when you work.'
ĩgá	óçòrĩĩmāřamũuunuji <u>àgághqořũ</u>	'He wants to comprehend when you go to work.'
mũ	ácòròmĩĩmāřamũuunuji <u>àgághqořũ</u>	
áhya	<u>ácòròmĩĩmāřamũuunuji</u> àgághaahyá	
àmághĩm	<u>àmághĩm</u> ũuunuji àgághaahyá	
yá	<u>òmághĩm</u> ũuunuji àgághaahyá	
òléé	òléémũuunuji <u>àgághaahyá</u>	'When do you go to market?'
íriřĩ	òléémũuunuji <u>èrígheřĩ</u>	
hỹé	òlééhỹeunuji <u>èrígheřĩ</u>	'What are you eating with?'
ĩñũmĩĩ	òlééhỹeunuji <u>ànũghamĩĩ</u>	'What are you drinking wine out of?' or 'You're drinking wine along with what (to eat)?'
hã	òlééhỹeejiha <u>ànũghamĩĩ</u>	'What are they drinking wine out of?'

<u>Pronunciation</u>	<u>Structure</u>
	-tìtí-
kéème	
òléèbɪɪgàrakéème	òléè-ebe-ɪ-gàra-kéème
	-èhɪáǎhùrɪík'e- èhɪ-á-ǎhùrɪ-ík'e
ágàramlɪɪyɪ	á-gàra-m-lá-ɪyɪ
	-tìtí-
ígwùmířɪ	(L) ígwù-mířɪ
ìj'eriígwùmířɪ	ì-j'ere-ígwù-mířɪ
	-èhɪáǎhùrɪík'e-
-ǎa	(suffix of past negative)
èj'éhám	è-j'è-ǎa-m
é'è èj'éhámɪgwùmířɪ	é'è è-j'è-ǎa-mɪgwù-mířɪ
	-tìtí-
ìj'ekwenířɪímégírɪ	ì-j'ekwenířɪ-ímé-gírɪ
	-èhɪáǎhùrɪík'e-
ígbù	(H)
ígbúažù	ígbù-ažù
éj'èremígbúažù	é-j'ère-mɪ-ígbù-ažù
	-tìtí-

Basic Sentences

<u>Spelling</u>	<u>English</u>
-Titi-	(proper name for a female)
keeme	since, for the past period, ago
Ole ebe i gara keeme?	Where have you been? (Where did you go during the past period?)
-Ehiahurike-	in God's time ('the day strength is seen' - proper name for a male)
A gara m n'iyi.	I went to the river.
-Titi-	
igwu miri	to swim
I jere igwu miri?	Did you go to swim?
-Ehiahurike-	
ha	didn't
eje ham	I didn't go
Ee, eje ham igwu miri.	No, I didn't go to swim.
-Titi-	
Ije kweniri ime gini?	What did you go to do?
-Ehiahurike-	
igbu	to kill, to hunt
igbu azu	to catch fish
Ejere m igbu azu.	I went to catch fish.
-Titi-	

ígbùtẹ	
ìgbùtẹere	ì-gbùtẹere
	-èhíáñhùrìík'e-
éé ↑ égbùtẹerem	
	-títí-
òdọkọrọ	
ìgbùterọdọkọrọ	ì-gbùtere-òdọkọrọ
	-èhíáñhùrìík'e-
éé ↑ égbùteremoòdọkọrọ	éé ↑ é-gbùtere-mụ-òdọkọrọ
	-títí-
òṅweñendịlịgìirèere	ò-ṅweñe-ndị-lị-gà-irè-ere
	-èhíáñhùrìík'e-
ṅwáànyị	
-kọ	(adv. suffix-mutual action)
ízù	(L)
ízùkọ	(L) +
ńzùkọ	
ímènzùkọ	ímè-nzùkọ
òdịghị ṅwáànyịm̀nèeménzùkọ	ṅwáànyị-m̀-à-eme-nzùkọ
	-títí-
cí	

-Ehiahurike-

-T1t1-

-Ehiahurike-

-T1t1-

-Ehiahurike-

Odighi. Nwanyim na eme No. My wife is having a party.
nzuko.

-T1t1-

257

íbò

(L)

kàcíbòó

kà-cí-bòó

òdìmmà kàcíbòó

-èhiáñùríík'e-

làwánì

Drill 13.1 Variation Drill on a Basic Sentence:

Useful Words:

ígbázhì to negotiate a loan

ígbázhìí to lend to

ígbázhìte to borrow from

Key Word

Pattern

	òṅweřéndìígiíréere	'Are there some you are going to sell?'
únù	òṅweřénduunùgiíréere	
kè	òṅweřekuúnùgiíréere	'Is there one you are going to sell?'
yá	òṅweřekoógiíréere	
há	òṅweřekaágàhìíréere	'Is there one they are going to sell?'
ízùṭaazùṭa	òṅweřekaágàhìízùṭaazùṭa	'Is there one they are going to purchase?'
édè	òṅweřéédèágàhìízùṭaazùṭa	'Are there coco yams they are going to buy?'

ibq

to rise (of sun, moon etc.)

kachibq

goodnight ('may the day
rise')

Odi nma. Kachibq.

O.K. Goodnight.

-Ehihurike-

Lawani.

Goodbye.

	òṅweřéédèáǵàḥìzùṭaazùṭa	
á	òṅweřéédèáǵìzùṭaazùṭa	
ánù	òṅweřáánùǵìzùṭaazùṭa	'Is there meat that one is to buy? (i.e. Do we need to buy meat?)
ínyèm	òṅweřáánùǵìínyèm	'Is there meat to be given me?'
áǵù	òṅweřááǵùǵìínyèm	
únù	òṅweřááǵùúnùǵìínyèm	
ákwùkwò	òṅweřáákwùkwuúnùǵìínyèm	'Is there a book you're going to give me?'
ìǵbáǵhìí	òṅweřáákwùkwuúnùǵìǵbáǵhìí	'Is there a book you're going to lend to me?'
ǵhì	òṅweřáákwùkwùǵìǵbáǵhìí	
ég'ò	òṅweřéég'ìǵìǵbáǵhìí	
ìǵbáǵhìířì	òṅweřéég'ìǵbáǵhìířì	'Is there money you lent me?'
yá	òṅweřéég'òǵbáǵhìířì	

	òṇweṛeég'q̄q̄gbázhĩĩṛĩm	
ghĩ	òṇweṛeég'q̄q̄gbázhĩĩṛĩghĩ	'Is there money he lent you?'
íkwé	òṇweṛeég'q̄q̄kwèregĩ	'Is there money he promised you?'
ṇwáànyĩ	òṇweṛeṇwáànyĩq̄q̄kwèregĩ	'Is there a wife he promised you?'
mũ	òṇweṛeṇwáànyĩmkwèregĩ	
nhĩq̄q̄zq̄	òṇweṛeṇnhĩq̄q̄zq̄mkwèregĩ	'Is there some- thing else I promised you?'
íwèṭa	òṇweṛeṇnhĩq̄q̄zq̄mwèṭaaraghĩ	'Is there some- thing else I brought for you?'
hã	òṇweṛeṇnhĩq̄q̄zeéwèṭaarahaghĩ	

Note 13.1 The Negative of the RA form with suffix hã

èj'èhãmĩḡwùmífi 'I didn't go to swim.'

This negative sentence occurred in the dialogue as answer to a sentence using the RA form for past time. In some situations the RA form translates a present in English e.g. áq̄r̄qm 'I want'. In such cases the negative with -ghĩ may be used with the present sense:

àq̄ghĩm 'I don't want.'

while that with -hã is commonly used with the past sense:

àq̄hãm 'I didn't look for.'

The distinction, however, is not clearly one of present and past as in English. The distinction is between a completed and an incompleted action, but with verbs which denote a state such as íṇwé 'to have' the Igbo will say either

òṅwéghì or òṅwéñà

for 'he doesn't have' since this may be conceived as a completed situation which is being reported after the fact. The tonal patterns of negatives with -ñà are identical with those of negatives with -ghì (see Note 8.1).

Drill 13.2 Negative with ñà

a) With (L) Verbs:

Key Word		Pattern
	èḡwúhàmmířì	'I didn't swim.'
yá	òḡwúhàmmířì	
ícéécìce	òcéñéécìce	'He didn't think.'
ñá	ècéñàhèécìce	
ífèezhíyá	èféhàhèezhíyá	'They didn't pass his compound.'
ányị	ányeefèhèezhíyá	
ịyịgbúru	ányaa yòhịgbúru	'We didn't sift cassava.'
cínyèrè	cínyèrèaayòhịgbúru	
íkèlèqób'ýàǎ	cínyèrèékèlèhòqób'ýàǎ	'Cinyere didn't greet [the] guests.'
únù	úneekèlèhòqób'ýàǎ	
ífùtèezhí	únaafùtèhèezhí	'You didn't come outside.'
mú	àfùtèhèameezhí	
ìkòjí	àkòhàmjí	'I didn't cultivate yams.'
ámaakò	ámaakòakòhàjí	
ìzàaala	ámaakòazàhaala	'Amako didn't sweep the floor.'

	<u>á</u> maak <u>ò</u> azà <u>h</u> aa <u>l</u> a	
yá	<u>ò</u> zà <u>h</u> aa <u>l</u> a	
ínòngáà	ò <u>ò</u> hàngáà	'He wasn't here.'

b) With (H) Verbs:

Key Word		Pattern
	<u>ò</u> ngwé <u>h</u> aa <u>ng</u> wù <u>ř</u> u	'He didn't have tobacco.'
há	è <u>ng</u> wé <u>h</u> aa <u>ng</u> wù <u>ř</u> u	'They didn't have tobacco.'
ányị	á <u>ny</u> e <u>ng</u> wé <u>h</u> aa <u>ng</u> wù <u>ř</u> u	'We didn't have tobacco.'
íg ù taaz ù	á <u>ny</u> ị <u>eg</u> b ù ta <u>h</u> aa <u>z</u> ù	'We didn't catch fish.'
mú	<u>eg</u> b ù ta <u>h</u> amaa <u>z</u> ù	'I didn't catch fish.'
ík p ù ò b'ýàá	ak p ù <u>h</u> am ò òb'ýàá	'I didn't entertain guests.'
yá	ò k pù <u>h</u> ò ò b'ýàá	'He didn't entertain guests.'
írìgàrí	ò <u>r</u> í <u>h</u> àgàrí	'He didn't eat garí.'
há	è <u>r</u> í <u>h</u> à <u>h</u> àgàrí	'They didn't eat garí.'
ík w ù eg 'o	à k wù <u>h</u> à <u>h</u> è <u>eg'o</u>	'They didn't pay.'
únù	ú <u>na</u> ak w ù <u>h</u> è <u>eg'o</u>	'You didn't pay.'
íwìlwe	ú <u>ne</u> wé <u>h</u> lwe	'You didn't get angry.'
nd'ù	nd'ù <u>ew</u> é <u>h</u> lwe	'Ndu didn't get angry.'
mú	è <u>w</u> é <u>h</u> am <u>l</u> we	'I didn't get angry.'
ír ř ù ò ř u	à ř ù <u>h</u> am ò ò ř u	'I didn't work.'
yá	ò ř ù <u>h</u> ò ò ř u	'He didn't work.'
íg'ùak w ù k wò	òg'ù <u>h</u> aa k wù k wò	'He didn't read.'

Key Word		Pattern
	èj'éñ <u>àma</u> ahya	'I didn't go to market.'
nd'ù	nd'ùéj'èñ <u>aa</u> hya	
ílùyyò	<u>nd'ù</u> áláñ <u>hùyyò</u>	'Ndu didn't go home.'
únù	úna <u>aláñhùyyò</u>	
ímaṭaya	<u>úna</u> amáṭaṣṣiya	'You didn't find it out.'
cínyèrè	cínyèrèa <u>máṭaṣṣiya</u>	
ízùrùunèrè	<u>cínyèrè</u> ázùrù <u>hùunèrè</u>	'Cinyere didn't purchase bananas.'
ányì	ányaa <u>zùrùhùunèrè</u>	
íyò'aba	<u>ányaa</u> yò'ḥaaba	'We didn't return to Aba.'
mù	àyò'ḥ <u>ama</u> aba	
íḥùdòktò	añùḥ <u>am</u> dòktò	'I didn't consult [the] doctor.'
̀njók'ù	̀njók'ù <u>añhùḥadòktò</u>	
íṇwèik'eimiya	̀njók'ùeṇwèḥiik'eimiya	'Njoku couldn't do it.'

igbùṭeere 'Did you actually catch [any]?'
ée égbùṭeerem 'Yes I did catch [some].'

263

Since ígbù is a (H) class verb, there is no distinction here between the RA form and the emphatic form illustrated except the vowel suffix and the mid tone on /m/. Compare:

	égbùterem	'I caught'
and	égbùteerem	'I did catch'

With (L) and (HL) verbs, however, there is a further tone distinction. Compare:

écèrem	'I thought'
écèérem	'I did think'

Note that the root plus the vowel suffix is identical with the consecutive form of the verb, cèé (and in (L) class with the imperative).

Compare the forms of an (HL) verb:

ágàram	'I went'
ágaaram	'I did go'

In this latter form it is clear that the root plus suffix has the tone pattern of the subsequential verb and the perfect form, gáa and ágaalam and not that of the imperative, gàá. However, note that in the case of stems with vowel /ɪ, ɪ, u or ʊ/ the vowel suffix preceeding the RA suffix of the emphatic form does not shift to /e, a, o or ɔ/ as it does in the coordinate and perfect forms. Compare:

H:	ɲúɔ	'drink!'
	ɲúɔ	(coordinate verb)
	áɲúɔnam	'I have drunk'
	áɲúɲrɲm	'I did drink'
	(Compare áɲúɲrɲm	'I drank')

HL:	shíé	'cook!'
	shíe	(subsequential verb)
	éshíeleṁ	'I have cooked'
	éshíirím	'I did cook'
	(Compare éshírím	'I cooked')
L:	vùṓ	'dig out!'
	vùṓ	(coordinate verb)
	ávùṓlam	'I have dug out'
	ávùṓrým	'I did dig out'
	(Compare ávùrým	'I dug out')

After ányì, únù and noun subjects the emphatic form exhibits the same vowel prefixes (/a/ or /e/) with the same tones seen in the perfect:

ányìegbúteere	'We did catch.'
ányìákòṓrọjì	'We did cultivate yams.'

(H or HL) verbs, like ízùrú 'to buy for', which have a RA adverbial suffix, do not differ in their emphatic past form from the verb lacking the RA adverbial suffix. Compare:

ízùpe	'to buy oranges'
ózùreépe	'he bought oranges'
ízùrúpe	'to buy (oneself) oranges'
ózùrúreépe	'he bought himself oranges'
ózùreepé	'he did buy oranges'
ózùrúreepé	'he did buy himself oranges'

Verbs with other adverbial suffixes such as -ṭe/-ṭa, however, are regular in this form. Compare:

266

	ámaakòṇṇṣṣumṣṣ	ámaakòṇṇṣṣumṣṣ
íj'èaba	ámaakòj'èraabá	ámaakòej'èeraába
ṇwáànyṣyá	ṇwáànyṣyáj'èraabá	ṇwáànyṣyéej'èeraába
írianṣ	ṇwáànyṣyáririanṣ	ṇwáànyṣyээрirianṣ
hã	éririhãánṣ	ériirihãánṣ
íbyànggáà	ábyàrahànggáà	ábyàarahànggáà

b) Transformation Drill - Verbs with Adverbial Suffixes:

Key Word	RA Form	Emphatic Form
	áfùṭareezhí	áfùṭáareézhí
mú	áfùṭarameezhí	áfùṭáaraméézhí
ízùṭaakw'á	ázùṭaramaakw'á	ázùṭaaramaakw'á
ányì	ányìzùṭaraakw'á	ányìazùṭaraakw'á
yá	ózuṭaraakw'á	ózuṭaaraakw'á
ízùc'eepe	ózuṭc'areépe	ózuṭc'aareepé
ghí	ízùc'areépe	ízùc'aareepé
íwèereédè	íwèereédè	íwèereédè
únù	únùwèereédè	únùéwèereédè
mú	éwèeremeédè	éwèeremeédè
íwèṭammṣṣ	éwèṭarammṣṣ	éwèṭáarammṣṣ
nd'ù	nd'ùwèṭarammṣṣ	nd'ùéwèṭáarammṣṣ
íkwùshṣ	nd'ùkwùshṣṣ	nd'ùakwùshṣṣṣ
yá	ókwùshṣṣ	ókwùshṣṣṣ
ínòdùàlala	ónòdùraala	ónòdùrùàlala
hã	ánòdùrùhãàlala	ánòdùrùhãàlala

Supplement to Unit 13

Pronunciation

ìghòṭa

ìghòṭara

àghòṭáh̃amnhĩ11kwùru

ànyĩh̃amnhĩ11kwùru

ìlaaghòṭa

ée ↑ á-nà-maaghòṭa

bík'ò kwùkwóqzq

òlóòt'uununeéjàasí

'thank you' lóokwìigbo

Structure

(HL +)

ì-ghòṭara

à-ghòṭá-ha-m-nhĩe-1-kwùru

à-nyĩ-h̃a-m-nhĩe-1-kwùru

ì-la-aghòṭa

ée ↑ á-nà-mụ-aghòṭa

bík'ò kwùkwé-qzq

òléé-òt'u-unu-na-éjè-así

'thank you' lá-okwu-ìgbo

Some Useful Expressions

<u>Spelling</u>	<u>English</u>
ighota	to grasp, to get hold of, to understand
I ghotara?	Did you understand?
Aghotaha m ihe i kwuru.	I didn't understand what you said.
Anuha m ihe i kwuru.	I didn't get ('hear') what you said.
I na aghota?	Do you understand? ('Are you getting hold of [it]?')
E, ana m aghota.	Yes, I get it.
Biko, kwukwe ozọ.	Please repeat. ('Please say again another.')
Ole otu unu na eje asi 'thank you' n'okwu Igbo?	How do you say 'thank you' in Igbo. ('What manner you are accustomed to say 'thank you' in Igbo speech?')

PronunciationStructure

-cúkwumà-

cúkwu-mà

ìrúwānāé

ì-rúwānā-é

-m̀madìĺáaka-

m̀ma-dì-lá-aka

ánya

ée ányaghìdìnhĩyaa

ée ánya-ghì-dì-nhĩe-à

-cúkwumà-

ógòm̀ṛwaànyị

ógò-m̀-ṛwaànyị

ée ógòm̀ṛwaànyị
àhụọdịkwaghị¹ée ógò-m̀-ṛwaànyị
àhụ-ọ-dịkwa-ghị

-m̀madìĺáaka-

ée ọ̀m̀m̀nòọ̀rụ

ée ọ̀-wụ-m-nà-ọ̀rụ

-cúkwumà-

ṛwáàyo

wèrèṛwáàyo

Basic Sentences

<u>Spelling</u>	<u>English</u>
-Chukuma-	God knows (proper name for a male)
I ruwana-e?	Hello! ('Have you there started to work?')
-Nmadıl'aka-	beauty is in hand (proper name for a female)
anya	eye
E, anya gı dı ihea.	Yes, I've not seen you in a long while. ('your eyes are this thing!')
-Chukuma-	
ogom nwanyı	my mother in law ('my relative in law - female')
E, ogom nwanyı.	Yes, my mother-in-law.
Ahu o dı kwa gı?	And are you well? (Body, and is it you?)
-Nmadıl'aka-	
E, obu mu na olu.	Yes, I've been busy. (It is I and work.)
-Chukuma-	
nwayo	gentle, easy
Were nwayo.	Take it easy!

duùm	
mmeduùm	mme-duùm
mmeduùmmhũřyghĩ	mme-duùm-m-ũřy-ghĩ
yáũghĩlòřy	yá-wũ-ghĩ-là-řy
òléèngĩřyũghuugbuè	òléè-ũga-ĩ-řyũgha-ũgbuà
-mmadiłáaka-	
íméc'a	
émec'aa	é-mec'aa
ĩkò	(H)
ĩkòrò	(H +)
gĩyò émec'aa ↑ máàkòròghĩ	ghĩ-yò e-mec'aa ↑ mũ-àkòrò-ghĩ
	-cúkwumà-
òléèmmòřwũ	òléè-mme-ř-wũ
	-mmadiłáaka-
éci	
	-cúkwumà-
ĩkà	(L)
ĩkeécikèlaàbyaàbya/	ĩ-ka-éci-kè-la-abya-àbya
ĩkeécilaàbyaàbya	
	-mmadiłáaka-
ée écikeè	

dum	every, all
mgbe dum	always
Mgbe dum m huru g1, ya bu g1 na o1u.	Whenever I see you (always when I see you) you're busy ('it is you and work').
Ole nga 1 rugha ugbua?	Where are you working nowadays?
-Nmadil'aka-	
imecha	to be finished/done
emechaa	afterwards ('when/if it is finished doing')
1ko	to narrate, to converse
1ko1o	to narrate for
G1 lo, emechaa, mu ako1o g1.	When (if) you return, after- wards, I'll (then) narrate for you.
-Chukuma-	
Ole mgbe o bu?	When will that be?
-Nmadil'aka-	
Echi.	Tomorrow.
-Chukuma-	
ika	to say, to mean
I ka echi na abia abia?	You mean this coming tomorrow?
-Nmadil'aka-	
E, echi nkea.	Yes, (this) tomorrow.

-cúkwumà-

ódi'mmaá

¹Class two common nouns (``) have a tone pattern low low (``) before low-tone pronominal prefixes in questions.

Note 14.1 Potential Clauses

In Igbo a 'potential' clause at the beginning of a sentence carries a sense either 'if' or 'when' depending largely on the following clause. The examples of such clauses which have occurred in dialogues to date are:

yáyọ	'if (when) he returns ---- '
gíyọ	'when (if) you return ---- '

The form of the verb in the potential clause is like the subsequential form but with a subject (noun or independent pronoun) preceding. The verb has a vowel suffix and in (H) and (HL) verbs the root is high in tone. The pronoun and the verb are uniformly high (i.e. there is no mid tone). With (L) verbs the verb root is low but the suffix is high. Examples:

(H)	m̐n̐uqmm̐ĩĩ	'if I drink wine'
(HL)	yáj'eeahyá	'if he goes to market'
(L)	ányĩv̐v̐q̐edè	'if we dig out coco yams'

-Chukuma-

Q dɪ nma.

Thats O.K.

With verbs with adverbial suffixes the adverbial suffix substitutes (with high tone) for the vowel suffix:

(H)	gĩṣac'aaakwà	'If you finish washing the laundry ---- '
(HL)	únuzurɔpé	'If you buy oranges ---- '
(L)	hãfùtéezhɪ	'If they come outside ---- '

A noun object following a verb in the potential form is in environment 2 (see Note 9.2).

The forms of the independent pronouns preceding potential clauses are:

	Sg.	Pl.
1	m-	ányɪ
2	gĩ/gí	unu
3	yá	hã

Drill 14.1

a) Potential Clauses followed by the Future phrase:

Key Word	Pattern	
	<u>gíya</u> ↑ ágàmííṅṅm̀m̀	'When/if you return, I'm going to drink wine.'
cíkwe	cíkwe ágàmííṅṅm̀m̀	'If God permits, I'm going to drink wine.'
ígaaba	<u>cíkwa</u> ↑ ágàmíígaaba	'If God permits, I'm going to go to Aba.'
yábya	yábya ↑ ágàmíígaaba	'If he comes, I'm going to go to Aba.'
yá	yábyọ ↑ ógìígaaba	'If he comes, he's going to go to Aba.'
íwètaraméég'ò	<u>yábyọ</u> ↑ ógìíwètaraméég'ò	'If he comes, he's going to bring me money.'
hákwe	hákwo ↑ ógìíwètaraméég'ò	'If they agree, he's going to bring me money.'
ílaala	<u>hákwo</u> ↑ ógìílaala	'If they agree, he's going to go home.'
yáwụrụleezhi	yáwụrụleezhi <u>ógìílaala</u>	'If she is in the compound, he's going to go home.'
ágàmíínyéshiniatọ	<u>yáwụrụleezhi</u> ágàmíínyéshiniatọ	'If he's in the compound, I'm going to give 3 shillings.'

ég'odɪrɪ

ég'odɪrɪ ágàmínyèshiniató

'If there were money,
I would give 3
shilling.'

ányìgɪɪzùfɪ

ég'odɪra ↑ ányìgɪɪzùfɪ

'If there were money,
we would buy food.'

mú

ég'odɪra ↑ ágàmíɪzùfɪ

'If there were money,
I'd buy food.'

ínyèghɪedè

ég'odɪra ↑ ágàmíínyèghɪedè

'If there's money, I'm
going to give you
coco yams.'

gínyemɪɪ

gínyemɪɪ ágàmíínyèghɪedè

'If you give me yams,
I'm going to give you
coco yams.'

ɪkwùghyugwɔ

gínyemɪɪ ágàmíɪkwùghyugwɔ

'If you give me yams,
I'm going to pay you
(debt).'

gɪfuc'aaɔfɪ

gɪfuc'aaɔfɪ ágàmíɪkwùghyugwɔ

'If you finish the work,
I'm going to pay you
(debt).'

ég'odɪrɪ

ég'odɪra ↑ ágàmíɪkwùghyugwɔ

'If there's money, I'm
going to pay you
(debt).'

há

ég'odɪra ↑ ágàmíɪkwùhɪyugwɔ

'If there's money, I'm
going to pay them
(debt).'

hábyaskùul

hábyaskùul ágàmíɪkwùhɪyugwɔ

'If they come to school,
I'm going to pay them
(debt).'

	<u>hábyaskùul</u> <u>ágàṁṁíkṙùhūgwò</u>	
ágàṁṁìṁùṭàṅhýe	<u>hábyaskùul</u> <u>ágàṁṁìṁùṭàṅhýe</u>	'If they come to school, they're going to learn something.'
ṅwàṅkwòbyaskùul	ṅwàṅkwòbyaskùul <u>ágàṁṁìṁùṭàṅhýe</u>	'If Nwankwo comes to school, they're going to learn something.'
ógìíṣàahụ	<u>ṅwàṅkwòbyaskùul</u> <u>ógìíṣàahụ</u>	'If Nwankwo comes to school, he's going to take a bath.'
mífidírí	<u>mífidírí</u> <u>ógìíṣàahụ</u>	'If there's water, he's going to take a bath.'
yácoq	yácoq ↑ <u>ógìíṣàahụ</u>	'If he wants [to], he's going to take a bath.'
íhùdòktò	yácoq ↑ <u>ógìíhùdòktò</u>	'If he wants [to], he's going to see the doctor.'
gínòṙonúyyò	gínòṙonúyyò <u>ógìíhùdòktò</u>	'If you stay at home, he's going to see the doctor.'

b) Potential and Imperative:

Key Word	Pattern	
	<u>gíyòskùulu</u> <u>gáahyá</u>	'When (if) you return [from] school, go to market.'
yá	yáyòskùulu <u>gáahyá</u>	

yáǰ'èhǹdòktò

yáyǹskùulǰ yáǰ'èhǹdòktò

'When he returns [from]
school, have him go
see the doctor.'

írù

yáruskùulǰ yáǰ'èhǹdòktò

íbyá

yábyaskùulǰ yáǰ'èhǹdòktò

ǰ'èé

yábyaskùulu ǰ'èéhǹdòktò

'When he returns [from]
school, go see the
doctor.'

gǰ

gǰbyaskùulu ǰ'èéhǹdòktò

írù

gǰruskùulu ǰ'èéhǹdòktò

kwǹkwayǹǹgwǹ

gǰruskùulu kwǹkweyǹǹgwǹ

'When you reach school,
just pay him [the]
debt.'

ǹǰǹk'ǹ

ǹǰǹk'ǹruskùulu kwǹkweyǹǹgwǹ

mǹtǹkwanhǹé

ǹǰǹk'ǹruskùulu mǹtǹkwanhǹé

'When Njoku reaches
school, [then] learn
something.'

ǹgáaǹhà

ǹǰǹk'ǹrunǹgáaǹhà mǹtǹkwanhǹé

shìwéřǹ

ǹǰǹk'ǹrunǹgáaǹhà shìwéřǹ

'When Njoku gets there,
cook (something).'

gǰcǹtǹyá

gǰcǹtǹyá shìwéřǹ

'If you want it, cook
food.'

byàáǹhǹm

gǰcǹtǹyá byàáǹhǹm

'If you want to, come
see me.'

gǰgaǹgá

gǰgaǹgá byàáǹhǹm

'If you're going to go,
come see me.'

zùtáanù

hádíríátò

wètáotù

gínwéik'é

wèróotù

yáwúrúnjók'ù

mèéngwàngwà

gícqòtga

wètéeg'òghì

gígáigà byàáhým

gígáigà zùtáanù

hádíríátò zùtáanù

hádíríátò wètáotù

gínwéik'é wètáotù

gínwéik'é wèróotù

yáwúrúnjók'ù wèróotù

yáwúrúnjókù mèéngwàngwà

gícqòtga mèéngwàngwà

gícqòtga wètéeg'òghì

'If your going to go,
buy meat.'

'If there are three of
them (if they are
three) buy meat.'

'If there are three of
them, bring one.'

'If you can, bring one.'

'If you can, take one.'

'If it's Njoku, take
one.'

'If it's Njoku, hurry!'

'If you want to go,
hurry.'

'If you want to go,
bring your money.'

Note 14.2 The Consequential form of the verb

ghíyò----máákòròghí 'When you return----I'll (then)
narrate for you.'

Following subordinate clauses and in second or subsequent sentences of connected narrative occurs a form which has a shape like the verbal noun, plus the vowel suffix (in the absence of an adverbial suffix, except with those verbs which do not take the vowel suffix). The tone patterns are like those of nouns of the appropriate class in environments 2 or 4. Thus verbal nouns of (H) or (HL) verbs, basic tone '', occur here after high tone with '', second tone pattern, as appropriate to Class II nouns, while those of (L) verbs have their '', first tone pattern, as appropriate to Class III nouns. Compare:

(H)	íkòraakòrò	'to narrate for (a narrating for)'
		(environment 1 - pattern '':
		íkòrò + àkòrò → íkòraakòrò)
	máákòròghí	'I'll then narrate for you.'
		(mú + àkòrò → máákòrò)
(L)	íkòákò	'to cultivate a cultivating'
	máákòóji	'I'll then cultivate yams.'

This form is preceded by the independent pronoun subjects:

mú	ányì
gí	únù
yá	há

Since ányì and únù end with low tone the consequential forms of (H) and (HL) verbs following them show the first tone pattern '' of Class II nouns:

(H)	ányìakòròghí	'We'll then narrate for you.'
(L)	únùákòóji	'You'll then cultivate yams.'

This form is called 'consequential' because it seldom occurs except in a clause which devotes a consequence of what preceded. The translation usually admits of a 'then' or 'in that case'. The form is timeless - that is it depends like the subsequential for its time (in translation) on the preceding clause. As a form with vowel suffix (or high tone on an adverbial suffix) this form provides 'environment 2' for following noun objects.

Examples:

gíyọskùul máàgaahyá	'If you return [from] school, I'll (then) go to market.'
̀ǹjókùbya ̀h́éekèléyá	'If Njoku comes, they'll (then) greet him.'
ányíyọ ányịeshíwefí	'When we return, we'll (then) cook food.'

This form is much used in narration for the first verb of a series which is consequent to what preceded. Following verbs in the series are in the subsequential form without subject or vowel prefix:

1. ̀ǹwáńkwọ́gàràáhya ̀h́yọgòyáńwaànyị kèlíyá #
 ̀m̀m̀ecínyèfénùf́eekeláà yáàbya kèlénwáńkwọ́ #
 h́áàgawịzụnh́yè #

Dwáńkwọ́ went to market, saw his female relative in law [and] greeted her. When Cinyere heard this greeting she then came [and] greeted Dwáńkwọ́. They then started to go to buy things.

The analysis of this passage is as follows:

̀ǹwáńkwọ́	- proper noun Class IA, subject
gàràáhya	- RA form (past) + object in environment 1 with first tone pattern
̀h́yọg'èyáńwaànyị	- subsequential form of <u>íh́y</u> plus a phrase as object: <u>ọgọ</u> Class III noun in environment 3 in a modification compound with modifier <u>yá</u> , the compound in turn

modified by nwaànyí

- kèlíyá - subsequential form of íkèlè plus object pronoun yá with mid tone characteristic of environment 2
- mme - 'when' introduces adverbial clause of time
- cínyèřé - proper name, subject, with final low tone raised before pattern verb
- nùreekeláà - RA form (past) + object, the object modified by demonstrative a
- yáábya - consequential form of íbyá with subject pronoun yá
- kèlérwan̄kwọ - subsequential form of íkèlè plus object
- háágawízzùnh̄yè - consequential form of ígáwa with subject pronoun há followed by infinitive - object phrase as complement (expression of purpose - see Note 11.2)

Note that, while the subsequential form denotes a subsequent action by the same actor, the consequential form commonly denotes a consequent action performed by a different actor (or by the same actor as a result of his previous action).

The roots of certain common verbs, notably íj'è, ígá, íbyá occur with low tone combined with the consequential form of another verb in an informal imperative:

j'è + ázáá + èzhí → j'áázàéézhí

'Just go along and (then) sweep the compound.'

which contrasts with normal double imperative:

j'ézàéézhí 'Go! [and] Sweep the compound!'

Drill 14.2 Consequential Forms following Potential Clauses:

Useful Words:

ízuík'e	to regain strength, to rest
ízuriík'e	to take a rest
ínáŋa	to receive from (HL)
íj'èru	to arrive

Key Word

Pattern

	<u>gíyqskuùl</u> <u>maàgaahyá</u>	'When you return from school, I then go to market.'
íríří	<u>gíyqskuùl</u> <u>méèrieří</u>	
yá	<u>yáyqskuùl</u> <u>wéèrieří</u>	
íšéézhí	<u>yáyqskuùl</u> <u>máášaeézhí</u>	'When he returns from school, I'll then wash the compound.'
ík'uṭemíří	<u>yák'uṭemíří</u> <u>máášaeézhí</u>	'If he fetches water, I'll wash the compound.'
ínyéyeeg'o	<u>yák'uṭemíří</u> <u>méényeyéeg'o</u>	'If he fetches water, I'll give him money.'
ízṭṭeepe	<u>yázṭṭeepe</u> <u>méényeyéeg'o</u>	'If he buys (and brings) oranges, I'll give him money.'

gí	gízúteepé <u>méenyeghéeg'o</u>	
yá	gízúteepé <u>yéenyeghéeg'o</u>	'If you buy oranges, he'll give you money.'
gáánañíyá	gízúteepé gáánañíyég'o	
(gí-ánañíyá)		'If you buy and bring oranges, you'll get money from him.'
íbyá	gíbya gáánañíyég'o	'If you come, you'll get money from him.'
íwètaram	gíbya gíewètárameeg'o	'When you come you'll bring me money.'
yá	gíbya gíewètáramíya	
íga	<u>gíga</u> gíewètáramíya	
únuruo	únuruo gíewètáramíya	'When you (pl.) get there, you (sg.) will bring it for me.'
íhũdòktò	<u>únuruo</u> gááhũdòktò	'When you (pl.) get there, you (sg.) will see the doctor.'
ányì	ányíruo gááhũdòktò	
íj'èru	ányíj'èru gááhũdòktò	'When we arrive, you'll see the doctor.'
íkwũyũgwo	ányíj'èru gáákwũyũgwo	'When we arrive, you'll pay him the debt.'
ányì	ányíj'èru ányìakwũyũgwo	
únù	ányíj'èru ányìakwũuunũgwo	'When we arrive, we'll pay you the debt.'

íř̀ŷc'a	ányi ₁ 'eru ányìakwúuunùúgwọ	
	ányiř̀ŷc'aa <u>ányìakwúuunùúgwọ</u>	'When we finish work, we'll pay you the debt.'
h̃á	h̃ář̀ŷc'aa ányìakwúuunùúgwọ	
h̃á	h̃ář̀ŷc'aa ányìakwúq̃h̃ùúgwọ	'When they finish work, we'll pay them the debt.'
ányì	ányiř̀ŷc'aa <u>ányìakwúq̃h̃ùúgwọ</u>	
ízùík'e	ányiř̀ŷc'aa <u>ányèézuík'e</u>	'When we finish work, we'll rest.'
m̃ú	ányiř̀ŷc'aa <u>méézuík'e</u>	
ízùríík'e	<u>ányiř̀ŷc'aa méézuríík'e</u>	'When we finish work, I'll take myself a rest.'
m̃ú	<u>m̃ř̀ŷc'aa méézuríík'e</u>	
íméc'a	<u>ímec'aa méézuríík'e</u>	'After I finish I'll take myself a rest.'

Drill 14.3 Consequential forms following other tenses:

Key Word	Pattern	
	óyòrọskúùl <u>máàgaahyá</u>	'He returned from school so I went to market.'
íshíř̀í	óyòrọskúùl <u>méeshieř̀í</u>	'He returned from school and I then cooked food.'

óřų	óyòròóřų méeshieři	'He returned from work and I then cooked food.'
ík'ùtemıři	ók'ùteremıři méeshieři	'He fetched water and I then cooked food.'
ışaakwa	ók'ùteremıři maaśaaakwa	'He fetched water and I then did the laundry.'
ógıık'ùte	ógıık'ùtemıři maaśaaakwa	'He's going to fetch water and I'll then do the laundry.'
inyıyeeg'ò	ógıık'ùtemıři méenyıyeeg'ò	'He's going to fetch water and I'll then give him money.'
ızùtaraméepe	ógıızùtaraméepe méenyıyeeg'ò	'He's going to buy oranges for me and I'll then give him money.'
byàra	óbyàra méenyıyeeg'ò	'He came and I gave him money.'
ıkwıyyııgwò	óbyàra maaıkwııyyııgwò	'He came and I paid him the debt.'
óbyàla	óbyàla maaıkwııyyııgwò	'He has come and I paid him the debt.'

Drill 14.4 Variation Drill on a Basic Sentence with Consequential Forms:

Key Word

Pattern

gıyeemec'aa maaıkwııyyııghı

'If you return, when
everything is
finished, I'll then
narrate for you.'

ínyèřĩ	gĩyeemec 'aa máàk <u>o</u> roghĩ	' ---- I'll then give you food.'
hã	gĩyeemec 'aa hěènyeghĩřĩ	' ---- they'll then give you food.'
únù	gĩyeemec 'aa hěènyuunùřĩ	' ---- they'll give you (plural) food.'
ĩbyá	gĩbyeemec 'aa hěènyuunùřĩ	'If you come ---- '
únù	únubyeemec 'aa hěènyuunùřĩ	'If you (pl.) come ---- '
ĩřũc 'a	únũřũc 'aeemec 'aa hěènyuunùřĩ	'If you finish working ---- '
ég 'o	únũřũc 'aeemec 'aa hěènyuunèég 'o	' ---- , they will then give you money.'
yá	únũřũc 'aeemec 'aa yéènyuunèég 'o	' ---- , he will then give you money.'
álawa	únũřũc 'aaalawa yéènyuunèég 'o	'If you finish working, when people are beginning to go home, he'll then give you money.'
ĩkwũũgwo	únũřũc 'aaalawa yáàkwuunùũgwo	' ---- , he'll then pay you (debt).'
mũ	únũřũc 'aaalawa máàkwuunùũgwo	' ---- , I'll then pay you (debt).'
ĩhũya	únũřũc 'aaalawa mááhũyá	' ---- , I'll then take a look at it.'

íbyá'	únubyaalawa mááñyá'	'If you come, when people start to go home, I'll then take a look at it.'
cínyèře	cínyèřebyá <u>alawa</u> mááñyá'	'If Cinyere comes, when people start to go home, I'll then see her.'
áyqahyá'	cínyèřebyá <u>ayqahyá</u> mááñyá'	'If Cinyere comes, when people return from market, I'll then see her.'
íkwé	cínyèřekwé áyqahyá mááñ <u>yá</u>	'If Cinyere agrees, ---- '
dóktò	cínyèřekwé <u>áyqahyá</u> mááñdóktò	' ---- I'll then see the doctor.'
ázúc 'aaahyá'	cínyèřekwé ázúc 'aaahyá <u>mááñdóktò</u>	'If Cinyere agrees, when shopping is finished, I'll then see the doctor.'
ányì	cínyèřekwé <u>ázúc 'aaahyá</u> ányàañdóktò	' ---- , we'll then see the doctor.'
éříc 'aafi'	cínyèřekwé éříc 'aafi' ányàañ <u>dóktò</u>	'If Cinyere agrees, when the meal is over, we'll then see the doctor.'
ízùríík'e	cínyèřekwé éříc 'aafi' ányeezùríík'e	'If Cinyere approves, after dinner, we'll (then) take a rest.'

Note 14.3 Summary of Suffixed Forms of the Verb to Date:

In Units to date we have noted a variety of forms of the verb characterized by a vowel suffix (except for a few monosyllabic verbs which lack it and many verbs with adverbial suffixes).

All these suffixed forms together constitute environment 2 for following noun 'objects' in contrast to other verb forms which constitute environment 1.

These forms are:

1. The Imperative:

- | | | |
|------|-----------|-----------------|
| (H) | ńúqmmìí | 'drink wine!' |
| (HL) | rùáahyá | 'go to market!' |
| (L) | yòqígburú | 'sift cassava!' |

monosyllabic:

- | | | |
|--|---------|-------------------|
| | hùdóktò | 'see the doctor!' |
|--|---------|-------------------|

with adverbial suffix:

- | | | | |
|------|------------|-----------------|--------------------------------------|
| (H) | kwúkwyúgwò | (kwú-kwa-yúgwò) | 'Be sure to pay
[the] debt.' |
| (HL) | zùrúanù | | 'buy meat (for---)!' |
| (L) | nòdùàla | | 'sit down!' (sit
[on the] ground) |

mixed (compound) verb:

- | | | |
|--|----------------|------------------------|
| | gáfèé pòsòqfìs | 'Pass the postoffice.' |
|--|----------------|------------------------|

2. The Subsequential:

- | | | |
|------|-----------------------|--|
| (H) | ólàruúyò ńúqmmìí | 'He reached home and
drank wine.' |
| (HL) | ónyìgíígaahya zúqnhýé | 'We're going to go to
market and (to) buy
things.' |
| (L) | ànághìh̃aabyá zàáahyá | 'They don't come to
sweep ('and sweep')
the compound.' |

monosyllabic:

nd'ùgaraabá hùdòktò 'Nd'u went to Aba and
saw the doctor.'

with adverbial suffixes:

(H) ògììgàenugw'ù kwùshìlaahya
'He's going to go to Enugu and stop at the
market.'

(HL) cìnyèřekpùrùobỹ'àa zùqòqòhàazù
'Cinyere entertained guests and bought fish
for them.'

(L) ányìlaruruuyò nòdùàla
'We got back home and sat down.'

compound verb:

óshìwerefí háfùìgàahya 'He started to cook food
instead of ('and left out')
going to market.'

óshìghefí háfùìgàahya 'He was cooking and omitted
going to market.'

3. The Potential:

(H) yárléhỹè ágàmíírikwehỹè
'If he eats something, I'm going to eat too.'

(HL) gídeaakwùkwò àgághimìg'ùya
'If you write (a book), I'm not going to read
it.'

(L) ányìfèéiyì ùnaagàghììnwèik'einyèraanyìaká
'If we cross the stream you're not going to
be able to help us.' ('to give a hand for
us')

monosyllabic:

hànaanùìgbo kèlèhà 'If they know ('hear')
Igbo, greet them.

5. The Consequential:

(H) yáyq mé'eriefí 'When he returns I'll
(then) eat.'

contrast:

yáyq ágámíriří 'If he returns, I'll eat.'

(HL) yálaa má'agaaahyá 'When he goes home I
(then) go to market.'

(L) ányinyaaká h́aakòóji 'When we help, they (then)
cultivate yams.'

monosyllabic:

dòktòyó mááhnyá 'When the doctor returns,
I'll (then) see him.'

with adverbial suffixes:

(H) nnìyákwe ányèegbúteraažù
'When his father agrees we (then) catch
fish (for ourselves).'

(HL) yáyq máázutariyáfi
'When he returns I'll buy food for him.'

(L) yákwuqányiugwq ányèéwètéeg'ò
'When he pays us the debt we (then) bring
money.'

6. The Perfect:

(H) óñuqnammí 'He has drunk wine.'

(HL) óshielefi 'She has cooked food.'

(L) ányíavùóleedè 'We have dug out coco yams.'

monosyllabic:

ábyalam 'I have come.'

with adverbial suffixes:

(H) únùakwíshɪla 'You have stopped.'

(HL) ázùrɪlañèépe 'They have bought oranges.'

(L) ífùtáleeézhi 'You have come outside.'

compound verb:

ányàháfùlájì 'We have left [the] yams.'

Note 14.4 The adverbial RA suffix in consequential forms

Note the form:

máakq̣orq̣ghí

In note 9.7 was noted the fact that adverbial RA suffixes followed by noun or pronoun objects denoting the person benefitting from the action do not substitute for but rather follow vowel suffixes in the subsequential form. In this sentence the same process is operating with the consequential form where the vowel suffix is followed by RA. Note also the following example from note 14.3 - with the subsequential form:

----zúq̣orq̣ñháaẓú '----and bought fish for them.'

Note that when the RA adverbial suffix is affixed to another adverbial suffix no vowel suffix appears - the first adverbial suffix substituting for it:

----mááẓuṭaṛiyáñí '----I then buy food for him.'

and that when the RA is suffixed to a verb which does not accept the vowel suffix elsewhere, it does not appear here either:

----méenyeñháaka '----I then give them a hand.'

<u>Pronunciation</u>	<u>Structure</u>
	-cúkwumà-
òló'óg'ò'q'wù	òl'éè-og'è-q-wù
	-mmadìláaka-
èt'ít'i	
èhỹihỹè	
lèet'ít'ìèhỹihỹè	là-et'ít'i-èhỹihỹè
	-cúkwumà-
káa'ñà/nk'áa'ñà	ké-a'ñà
óg'èk'áa'ñà ádìghĩmmà	óg'è-kè-a'ñà-á-dìghĩ-mmà
	-mmadìláaka-
àbalĩ	
yáwũrũnĩnàabalĩ	yá-wũrũnĩ-nà-abalĩ
	-cúkwumà-
léelekero'òle	lá-elekere-òle
	-mmadìláaka-
òkyl'ò'òkyl	
l'ò'òkyl'ò'òkylasáà	là-òkyl'ò'òkyl-asáà
	-cúkwumà-
líihì/líihìla	lá-ihì
ìtĩrĩ	
ĩgbà	(L)

Basic Sentences

<u>Spelling</u>	<u>English</u>
	-Chukuma-
Ole oge o bu?	When will it be?
	-Nmadil'aka-
etiti	middle
ehihe	noon, midday
N'etiti ehihe.	At noon.
	-Chukuma-
nke aha	(of) that
Oge nke aha adigh mma.	That time is not good.
	-Nmadil'aka-
abali	night, evening, (day of 24 hours)
Ya buruni n'abali.	Then if it is in the evening?
	-Chukuma-
N'elekere ole?	At what hour?
	-Nmadil'aka-
o'clock	o'clock
N'oclock asaa.	At seven o'clock.
	-Chukuma-
n'ihl	because
itiri	darkness
igba	to join together, to marry (with áka)

òdíghímmà lííhìitírí-
gbaghuugbúa

là-íhì-ítírí-gbabha-ugbú-à

-mmadịláaka-

ézhí

ézhíokwù

óùezhíokwù

màka

ó-wù-ezhí-okwù

t'áà

t'áà

kèdýmàkaabalaannót'áà

kèdý-màka-abalị-annó-t'áà

-cúkwumà-

ùt'ùt'ù

ók'ùùt'ùt'ù

lók'ùùt'ùt'ù

ók'e-ùt'ùt'ù

lá-ok'ù-ùt'ùt'ù

-mmadịláaka-

kàáñàdịmmà

ke-áñà-dị-mmà

-cúkwumà-

òkpa

ók'òkpa

íbè

mmoók'òkpa-bée

ók'e-òkpa

(H)

mme-ók'e-òkpa-bée

Ọ digh nma, n'ih1 itiri That's not good, because it
 gbagha ugbua. gets dark these days
 ('darkness is enveloping
 now').

-Nmadil'aka-

ezi true
 ezi okwu truth
 Ọ bu ezi okwu. That's true.
 maka about, concerning, on
 account of
 taa today
 taa from today
 Kedu maka abali anọ taa? How about four days (nights)
 from today?

-Chukuma-

ututu morning
 oke ututu early morning
 N'oke ututu? In the early morning?

-Nmadil'aka-

Nke aha di nma. That's good.

-Chukuma-

ọkpa fowl
 okeọkpa cock
 ibe to cry, to crow
 Mgbe okeọkpa bee? When the cock crows?

-mmadìláaka-

òdìmmá

Note 15.1 Adverbial Suffixes to Verbs

A considerable number of verbs with adverbial suffixes have occurred in units to date. At this point a summary of these forms is in order.

1.	Verb Root	Verb with Adverbial suffix	
	íḡù	'to go out'	íḡùṭa 'to come out'
	íwè	'to take'	íwèṭa 'to bring'
	ígbù	'to kill'	ígbùṭe 'to fetch back from the hunt'
	ízù	'to buy'	ízùṭa 'to purchase and bring back'
	ímá	'to know'	ímáṭa 'to understand'
	íná	'to snatch'	ínáṭa 'to receive from'
	ígbázhi	'to negotiate a loan'	ígbázhiṭe 'to borrow'

From these examples it is clear that the adverbial suffix -ṭa/-ṭe indicates that the action is performed toward the subject or other logical goal of the action.

2.

ízù	'to buy'	ízùrù	'to buy for'
íwè	'to take'	íwèrè	'to take for'
íwèṭa	'to bring'	íwèṭara	'to bring for'
ímá	'to know'	ímáṣa	'to comprehend'
ízù	'to complete'	ízùru	'to complete for'
		(in ízùrík'e rest')	'to take a rest'

-Nmadıl'aka-

Qdı mna.

Fine!

From these examples it is clear, as explained in Note 5.1, that this RA suffix indicates that the action is performed for the benefit of someone - if the person is unspecified it is for the benefit of the subject.

3.

ízü	'to buy'	ízúc'a	'to buy all'
íjü	'to ask'	íjúc'a	'to inquire in detail (after)'
íme	'to do, to make'	íméc'a	'to finish doing, to do all'
ířü	'to work'	ířúc'a	'to finish working'
iri	'to eat'	iríc'a	'to finish eating'

From these examples it is clear that this suffix, -c'a, indicates the performance of the action to completion.

4.

ízü	'to buy'	ízüt	'to sell to'
ígbázht	'to negotiate a loan'	ígbázhtt	'to lend to'

This suffix -ı/-t indicates that the action involved alienation of the object involved away from the subject - it is thus, in a sense, the opposite of -ta/-te.

5.

íbyá	'to come'	íbyádü	'to arrive'
ínö	'to be at, to stay'	ínödü	'to sit down'

This suffix *-du/-di* indicates that the action resulted in a motionless state - that the subject settled down after the action.

6.

íga'	'to go'	ígáwa	'to start to go'
íla'	'to go home'	íláwa	'to start going home'

etc.

This very widespread suffix *-we/-wa* occurred in most of the greetings in units 1, 2 and 3 and denotes the commencement of the action.

7.

íbyá'	'to come'	íbyáhu	'to come again'
-------	-----------	--------	-----------------

This very general suffix */-hu/* denotes the repetition of the action. Compare:

ímé	'to do'	íméhu	'to do again'
íhù	'to see'	íhùhu	'to see again'
ínù	'to hear'	ínùhu	'to hear again'
ínàṭa	'to receive'	ínàṭahu	'to receive again'

Verbs with this suffix are commonly followed by */òzò/* 'again'.

From these various examples it is clear that in Igbo the direction etc. of an action is indicated by this type of suffixation rather than by independent prepositions or adverbs. This procedure is somewhat similar to the so-called two-word verbs of English (like take down, make over, etc.) but where in English the adverbs are separable from the verbs this is not the case in Igbo.

Note that more than one adverbial suffix may occur on a single root.

íwè	'to take'	íwèṭa	'to bring'	íwèṭara	'to bring for'
-----	-----------	-------	------------	---------	----------------

In the suffixed forms of a verb the adverbial suffix normally takes the place of the vowel suffix:

wètá	'bring!'
zùrú	'buy for!'
zùí	'sell to!'
nòdí	'sit down!'
làwá	'start going!'
wéré	'take for!'
	etc.

However, the suffix -c'a does occur with the vowel suffix:

zùc'áa	'buy all!'
méc'áa	'finish doing!'
	etc.

Note 15.2 The relative - kè/ńke 'which, who, of' - plural ńdị(kè):

Compare the phrases:

1. ónyekè 'this person'
2. òléyùkpakị́còrọ́ 'what kind which you want?'

The particle kè/ńke functions as a relative introducing a modifying word or clause, and denotes 'who, which, or of'. The use of kè is to introduce a clause emphatic and optional. In this respect it parallels the English relative that in e.g.:

The man that I saw ----

The man I saw ----

Frequently kè is used where the English translation requires the definite article. Thus the two English sentences above can be rendered in Igbo as follows with the second much less definite than the first:

ónyèkémhǽrǽ ----

'[the] man that I saw'

ónyemhǽrǽ ----

'[the] man I saw' or '[a] man I saw'

The tone patterns of noun and pronoun subjects noted in Note 12.2 are maintained following the kè but, because of the low tone of kè Class II nouns do not have initial high tone. Compare:

hǽékènjókùcòrò

'thing which Njoku wants'

hyénjókùcòrò

'thing Njoku wants'

A clause commencing with kè may occur as subject of a sentence in which case the translation is 'that which ---- '.

kémhǽrǽ òimá

'That which I saw is good.'

Relative clauses following those few words which are clearly plural in significance require ndí in place of or in addition to kè:

úmùndímhǽrǽ

'children whom I saw'

úmùndíkémhǽrǽ

Drill 15.1 Relative particle *kè* introducing clauses:

Key Word		Pattern
	<u>óg'èkàámaakòcòròdìmma'</u>	'The time that Amako wants is good.'
ónye	ónyekàámaakòcòròdì <u>mma'</u>	'The person that Amako wants is good.'
ábyàña	ónyekàámaakòcòraábyàña	'The person that Amako looked for didn't come.'
ghí	ónyekìí <u>còraábyàña</u>	'The person that you looked for didn't come.'
ábyàñgáà	ónyekìí <u>còraábyàñgáà</u>	'The person that you looked for didn't come here.'
cògha	ónyekìí <u>còghaábyàñgáà</u>	'The person that you were looking for didn't come here.'
mgwàraghí	ónyekèmgwàraghí <u>ábyàñgáà</u>	'The person that I told you [of] didn't come here.'
éj'èña	ónyekèmgwàraghí éj'èña	'The person that I told you [of] didn't go.'

Review Drill

Repeat drill 15.1 without *kè*. i.e.óg'áamaakòcòròdìmma'

etc.

Note 15.3 Non-clause modifiers with kè/ṛke 'of':

Note the phrases:

kèghíkwení 'And yours?'

óg'èkàáñà --- 'that time' ('time of that')

In modification and possessive structures kè has low tone before monosyllabic pronouns and the pronouns have the characteristic high tone of pronoun objects. Compare:

kém	'of me'
kèghí	'of you' (sg.)
kíyá	'of him (etc.)'
kèñá	'of them'

In such structures before nouns, however, the tone of kè varies, being high before proper nouns of Classes I and III and all nouns of Classes II and IV.

I	káamáakò	'of Amakò'
II	káányí	'of us'
II	kémby	'first of all ('of first')'
II	kénjók'ù	'of Njoku'
III	kùúnù	'of you (pl.)'
III	kàáñà	'of that'
III	kùúnèfè	'of [the] banana'
III	kénd'ù	'of Nd'u'
IV	káàla	'of [the] land'
IV	kíit'e	'of [the] pot'
IV	kénjáà	'of this place'

In this respect kè behaves like the last syllable of a Class IV noun in environment 3, which it is, since the full form is /ṛke/.

This phrasal structure may occur in environment 1 (as subject):

kěhǎ ádíghĩmma 'His is not good.'

kěnjók'ù dǎnyangǎa 'Njoku's is far [from] here.'

or in environment 4 (as modifier)

jíkàamàakò 'Amako's yams.' (p.c.)

édèkèhǎ ádíghĩlũyò 'Their coco yams (m.c.) are not in [the] house.'

Drill 15.2 kè introducing non-clause modifiers:

a.

Key Word	Pattern	
	<u>nzúkókù</u> nùdĩngǎa	'Your meeting is here.'
rǎĩsĩ	rǎĩsĩkù <u>nùdĩngǎa</u>	'Your rice is here.'
líĩmuuyò	rǎĩsĩkù <u>nùdĩlíĩmuuyò</u>	'Your rice is inside the house.'
mǔ	<u>rǎĩsĩkè</u> mđĩlíĩmuuyò	'My rice is inside the house.'
sìgaréèt'ĩ	sìgaréèt'íkè <u>mđĩlíĩmuuyò</u>	'My cigarettes are inside the house.'
ádĩghĩ	sìgaréèt'íkè <u>mđĩghĩlíĩmuuyò</u>	'My cigarettes are not inside the house.'
ghĩ	sìgaréèt'íkèghĩ <u>ádĩghĩlíĩmuuyò</u>	'Your cigarettes are not inside the house.'
ĩmma	sìgaréèt'íkèghĩ <u>ádĩghĩmma</u>	'Your cigarettes are not good.'
njók'ù	<u>sìgaréèt'íkè</u> njók'ù <u>ádĩghĩmma</u>	'Njoku's cigarettes are not good.'

	<u>sìgaréèt'íkènjòk'ù</u> <u>ádìghımma</u>	
únèře	únèřékènjòk'ù <u>ádìghımma</u>	'Njoku's bananas aren't good.'
òúeg'oo'lo'ole	únèřékènjòk'ù òúeg'oo'lo'ole	'How many for how much are Njoku's bananas?'
yá	únèřékıyá òúeg'oo'lo'ole	'How many for how much are his bananas?'

b.

Key Word	Pattern	
	òléébeka <u>amaakòdì</u>	'Where is Amako's?'
mú	òléébekè <u>mdì</u>	'Where is mine?'
ńga	òléèngakè <u>mdì</u>	'Just where is mine?'
ghı	òléèngake <u>ghıdì</u>	'Just where is yours?'

<u>Pronunciation</u>		<u>Structure</u>
	-òṇụegbù-	ónụ-egbù
òhã		
óbiòhã		óbi-òhã
ìgá'j'e		ìgá + j'e
óbiòhã ág'ụ̀jím		óbi-òhã ág'ụ̀- jì-ń
gá'j'èeshíwenhỹè		gá- j'è-eshíwe-nhỹè
	-óbiòhã-	
òlééhỹíllèerí		òléè-hỹè-í-là-erí
	-òṇụegbù-	
gàrí		(invariable tone noun)
ófe		
òkwùrụ		
ácòrọ́míirígàrílòófọ́kwùrụ		á-còrọ́-mụ-írí-gàrí-là-
		ófe-okwùrụ
	-óbiòhã-	
sí		
àgbọ́nọ		

Basic Sentences

<u>Spelling</u>	<u>English</u>
-Onuegbu-	(proper name for a male)
qha	public, crowd, the people
Obiqha	public spirit (proper name for a male)
igaje	to go -- (emphatic) to be in the process of going
Obiqha, aguu ji m.	Obioha, I'm hungry (hunger holds me). Go cook something!
-Obioha-	
Ole ihe i na eri?	What do you want to eat? ('What are you eating? ')
-Onuegbu-	
garị	processed cassava meal
ofe	soup - a stew of vegetables and fish and/or meat
qkwuru	okra, gumbo
A cqrq m iri garị na ofe qkwuru.	I want to eat cassava meal and gumbo soup.
-Obioha-	
si	that
agbonq	seed of agbono plant

ìcqrqsewèráàgbqñqshíeyá

ì-cqrq-sí-e-wèré-àgbqñq-
shíe-yá

-ónyegbù-

úhŵà

íhŵùúhŵà

íkpa

(L) íhŵà-úhŵà

(H)

íkpuúhŵà

íkpa-úhŵà

àgbqnaánàghaakpámyúhŵà

àgbqñq-á-nàghì-akpá-my-úhŵà

-óbiòhà-

ítíí

(HL)

ìcqrqsíetíínyeelìlì

ì-cqrq-sí-e-tíínyá-elìlì

-ónyegbù-

láanì/náanì

lá-anì

ílùlò

(HL) ílò-lò

òdíghì shiére-mòkwùrù-

ò-dí-ghì shiére-m-òkwùrù-

láanì mèkwéekòólùlò

lá-anì mèkwé-ka-ó-lò-lò

-óbiòhà-

òdìmmá

I cqrq si ewere agbqng
sie ya?

Do you want agbono to be used
to cook it? (one to take
agbono and cook it)

-Onuegbu-

uha

pleasantness

ihauha

to be pleasant

ikpa

to show, to manifest, to
exemplify, to practice

ikpa uha

to be pleasing to, to
delight

Agbqng anaghi akpa m
uha.

I don't like agbono.

-Obioha-

itii/itighe

to put into, to add to

I cqrq si etigheni ya
elili?

Do you want melon seed added?

-Onuegbu-

n'ani

only, alone

ilqulq

to be glutenous, gummy

Q digh. Siere m qkwuru
nani, mekwaa ka q lqq
ulq.

No. Cook for me only okra.

And make it be gummy.

-Obioha-

Q di nma.

Right!

Note 16.1 *sí* 'saying, saying that, that' - 'the hortative form'

This form, from the verb *ísí* 'to say', is used following verbs referring to what a person suggested, desired, agreed, intended and the like to introduce a clause reporting (indirectly) the intention or suggestion. The examples in basic sentences to date are:

1. *ìcòrò sèewèráàgbono shíeyá* 'Do you want agbono to be used to cook it?' ('Do you want (saying) that one take (for oneself) agbono and cook it?')
2. *ìcòrò síetìnníyèelìlì* 'Do you want melon seed added to it?' ('Do you want (saying) that one then put into it melon seed?')

Note that in these sentences the form following *sí* is the same as the subsequential forms:

- ògàrà wèráàgbono* 'He came and took agbono.'
òbyàrà tíelìlìlìlóofe 'He came and put melon seed in the soup.'

but that it has a subject prefix - here *e-*, the 'impersonal'. This form is the hortative form and has occurred before in the sentence:

kámkwòqñghìpenìlìshíí 'Let me then give you six pence.'

This form occurs commonly as an independent clause only with a first person subject.

Hortative means 'admonitory' or 'advisory' and this form following *kà* 'that' is a stronger order than after *sí*, where it is a suggestion. Examples of the use of this form with various pronoun and noun subjects are:

òcòrò símwètaríyáceèn 'He wants me to bring him change.'

ányìcqrq súunugaaahyá 'We want that you (pl.) go to market.'

ókwe saamaakòzurúyáunèrè --- 'If he agrees that Amako buy bananas for him --- '

Note that this hortative form differs from the potential only in that the potential clause introduces the sentence and uses the independent second and third person singular subject pronouns *gí/gí* and *yá* while the hortative clause follows *kà* or *sí* and uses *í-* and *ó-* subject prefixes:

yáyq --- If he comes.

ácòròm síqyq I want him to come.

Sometimes the particle *sí* or *kà* is omitted in which case only the tone pattern distinguishes the hortative from other forms.

Compare:

ácòròmíígaahya 'I want to go to market.'

ácòròmíígaahyá 'I want you (sg.) to go to market.'

(ácòròm síígaahyá)

(ácòròm kíígaahyá)

sí may also be followed by other forms of the verb in which case no suggestion is meant:

ókàrà símgiígaalegòs 'He said (or he decided) that I am going to go to Lagos.'

Note that the subject prefix /m-/ in this sentence has low tone. This is characteristic of the tone of pronoun prefixes in reported speech. *kà* is not used in such reported speech. Reported speech will be explained and drilled later.

Drill 16.1 Variation drill on a basic sentence. Verbs of saying, wishing etc. followed by *sí* 'saying, saying that'.

Key Word

Pattern

	<i>ìcqrq̃séewèrààgbòṇṇ shíeyà</i>	'Do you want it to be cooked with agbono?' ('Do you want (that) one take agbono and cook it? ')
<i>áṇṇ</i>	<i>ìcqrq̃séewèràáṇṇ shíeyà</i>	
<i>únù</i>	<i>ùnucqrq̃séewèràáṇṇ shíeyà</i>	
<i>ófe</i>	<i>ùnucqrq̃séewèràáṇṇ shíooṇṇ</i>	' ---- and cook stew? '
<i>hà'</i>	<i>àcqrq̃háséewèràáṇṇ shíooṇṇ</i>	
<i>míří</i>	<i>àcqrq̃háséewèrémíří shíooṇṇ</i>	
<i>ízèezhí</i>	<i>àcqrq̃háséewèrémíří zàéézhí</i>	
<i>ìkwù</i>	<i>èkwuruhaséewèrémíří zàéézhí</i>	'Did they say that one [should] use water ----?'
<i>ìṇṇgàrí</i>	<i>èkwuruhaséewèrémíří ṇúogàrí</i>	' ---- drink gari. '
<i>yá</i>	<i>òkwuruséewèrémíří ṇúogàrí</i>	
<i>àkṽ'á</i>	<i>òkwuruséewèràákṽ'a ṇúogàrí</i>	' ---- one take eggs and drink gari. '
<i>ìzṽṽ</i>	<i>òkwuruséewèràákṽ'a zṽṽgàrí</i>	'Did he say that one [should] take eggs and buy [exchange for] cassava? '

íkà	òkaraséewèràákẁ'a zúrúgàrí	'Did he require that one ---- ?'
ányị	ànyịkaraséewèràákẁ'a zúrúgàrí	'Did we require that eggs be taken and exchanged for cassava meal?'
ég'ò	ànyịkaraséewèréeg'ò <u>zúrúgàrí</u>	
ízútà	ànyịkaraséewèréeg'ò zútàgàrí	
ókẁùrụ	<u>ànyịkaraséewèréeg'ò</u> zútòòkwùrụ	
ùnù	ùnukaráséewèréeg'ò zútòòkwùrụ	
ícè	<u>ùnucereséewèréeg'ò</u> zútòòkwùrụ	'Did you think that money was to be taken to buy okra?'
ghị	ìcereséewèréeg'ò zútòòkwùrụ	
ákwà	<u>ìcereséewèràakwà</u> zútòòkwùrụ	'Did you think that cloth was to be taken to buy okra?'
íkwe'	ìkwereséewèràakwà zútòòkwùrụ	'Did you agree that ---- ?'

Note 16.2 Question Words and the Word Order of Questions:

Compare the sentences:

- a. òlééh'ỹoomèghe 'What is he doing?' ('thing - what - which he is doing?')
- b. òmeghegírì 'What is he doing?' ('Is he doing - what?')

Sentence (a), question word followed by a modifying clause (see Note 12.3), corresponds fairly well with the English practice whereby a question with a question word normally has the question word first. However, sentence (b) corresponds better with English practice in that the form (in this case the tone) of a 'yes or no' question is maintained, as in English, even when a question word is used. In both languages when the question word is subject the formal characteristics of the 'yes or no' question are lost:

gírì'mèrè 'What happened?'

In Igbo, thus, there are two ways to ask a question with a question word (not subject). One puts the question word first (a) and completes the sentence with a modifying clause (in contrast to the English practice), or (b) commences the sentence with a question form (tone pattern of a 'yes or no' question) and employs the question word as object in normal object position.

The question words which have occurred to date are gírì 'what?', òlé 'how much, how many', and òléé 'which, what'.

gírì occurs only as a noun, never modifying another noun. It may be subject or object.

òlé occurs only as a modifier following the word it modifies: ég'òòle 'how much money'

òléé occurs either as a noun-object of the preposition *la/na* (lòòléé 'where?'), or as a pre-modifier of a noun as in most of the compound question words:

òléé'be 'where?' ('what place?')

òléé'mme 'when?' ('what time?')

òlééhýe	'what?' ('what thing?')
òléèngà	'where?' ('what spot?')
òlóóg'è	'when?' ('what occasion?')

Other question words which have not yet occurred in basic sentences are ònyé 'who?' (a noun) and ké 'what? (specific thing)' (also a noun).

Drill 16.2 Transformation Drill with Question Words:

(a) with RA forms:

Key Word	Pattern 1	Pattern 2	English
	òléébòogàrà	ògaraloolée	'Where did he go?'
ùnù	òléébuunugàrà	ùnugaraloolée	'Where did you (pl.) go?'
hã	òléébaagàràhã	àgarahãloolée	'Where did they go?'
mme	òléémáagàràhã	àgarahooléemme	'When did they go?'
yá	òléémòogàrà	ògaroléemme	'When did he go?'
ányì	òléémáanyìgàrà	ànyìgarooléemme	'When did we go?'

(b) with -ghe/-gha:

Key Word	Pattern 1	Pattern 2	English
	òlééhýoomèghe	òmegheké	'What is she doing (exactly)?'
gírì	òlééhýoomèghe	òmeghegírì	'What is she doing?'
ínà	òlééhýoonàgha	ònaghagírì	'What is he taking?'

	òléèhỹq̣nàgha	q̣naghagírì	
ghí	òléèhỹṽnàgha	ṽnaghagírì	'What are you taking?'
íwèṭa	òléèhỹṽwèṭagha	ṽwèṭaghagírì	'What are you bringing?'
únù	òléèhỹunuwèṭagha	ṽnuwèṭaghagírì	'What are you (pl.) bringing?'
ínyè	òléèhỹuununyèghe	ṽununyeghegírì	'What are you (pl.) giving?'
hã	òléèhỹeenyèghehã	ènyeghehãgírì	'What are they giving?'
írì	òléèhỹeerìghehã	èrìghehãgírì	'What are they eating?'
yá	òléèhỹoorìghe	òrìghegírì	'What is he eating?'

(c) with Simple forms:

Key Word	Pattern 1	Pattern 2	English
	òl ^é é <u>bo</u> oshì	òshilooléé	'Where is he from?'
ṅga	òl ^é éṅg ^ó oshì	òshioléṅga	'What spot is he from?'
únì	òl ^é éṅgúunushì	ùnushioléṅga	'What spot are you (pl.) from?'
íj'è	òl ^é éṅgúunu <u>j</u> 'è	ùnunj'eoléṅga	'What spot are you (pl.) bound for?'
ghí	òl ^é éṅgí <u>i</u> <u>j</u> 'è	i <u>j</u> 'eoléṅga	'What spot are you (sg.) bound for?'
íbyáduo	òl ^é éṅgí <u>i</u> byáduo	íbyaduooléṅga	'What spot are you (sg.) coming to?'
há	òl ^é éṅgáab <u>y</u> áduo <u>h</u> a	àbyaduohooléṅga	'What spot are they coming to?'
ígàj'e	òl ^é éṅgáagàj'e <u>h</u> a	àgàj'e <u>h</u> ooléṅga	'Where did they go?'
ṅjók'ù	òl ^é éṅgánjók'ùgà <u>j</u> 'e	ṅjókùgà <u>j</u> 'ooléṅga	'Where did Njoku go?'
ífuṭaduo	òl ^é éṅgánjók'ùfuṭaduo	ṅjókùfuṭaduooléṅga	'Where is Njoku coming out?'

(d)

Key Word	Pattern 1	Pattern 2	English
	òl ^é é <u>m</u> óq <u>w</u> ù	òwùòl ^é é <u>m</u> e	'When is it?'

	òléèmmóqwu	òwùòlémme	
ónye	òléóonyoqwu	òwóonye ¹	'Who is it?'
áfò	òléáafòqwu	òwáafògírì	'What year is it?'
édè	òléedèqwu	òwéedèké	'What (kind of) coco yam is it?'

¹Note that /ónye/ here is the question word ònyé, but that as a Class II noun in environment 1 following high tone it has a (') tone pattern. Compare òwóonyoqb'yaa 'Is it a stranger? '.

PronunciationStructure

-óbiòhà-

nnàmúukwu

nnà-mù-ukwu

nnàmúukwu ányịenwèghị-
kwenịgarí¹nnà-mù-ukwu ányị-enwèghịkwenị-
garí

-ónụegbù-

òlééh̄eanyịnwèkwenịrị

òléé-h̄e-anyị-nwèkwenịrị

-óbiòhà-

ányịnwéřeịgburụlùúnèře

ányị-nwéře-ịgburụ-là-únèře

-ónụegbù-

àyọrịịgburạaḥàayọ

à-yọrọ-ịgburụ-aḥà-ayọ

-óbiòhà-

ée áyọrọyaáyọ /
ée áyọrọyaayọ

-ónụegbù-

ngwà shìwénìyà

-óbiòhà-

ítìighe

ítìì + ghe (HL)

nnàmà

ánụnnamà

ánụ-nnamà

ịsịmtììghaanụnnamàáḥàlọofe

ị-sị-m-tììghe-anụ-nnamà-áḥà-
lá-ofe

Basic Sentences

<u>Spelling</u>	<u>English</u>
-Obioha-	
nnam ukwu	my boss, sir ('my big father')
Nnam ukwu, anyị	Sir, but we don't have (any)
enweghikweni gari.	gari.
-Onuegbu-	
Ole ihe anyị nwekweniri?	What do we have then?
-Obioha-	
Anyị nwere igburu na unere.	We have cassava and bananas.
-Onuegbu-	
Ayọrọ igburu aha ayọ?	Was that cassava sifted?
-Obioha-	
E, ayọrọ ya ayọ.	Yes, it was sifted.
-Onuegbu-	
Ngwa, siweni ya.	O.K. Then cook it.
-Obioha-	
itighe	to put in
nnama	cattle
anu nnama	beef
I si m tighe anu nnama	Do you want me to put (in)
aha n'ofe?	(Do you say to me 'put (in)' that beef in the soup?

-ònyegbù-

ògrí/ògírí

áwusa

ògíríawusa

ée tiíkweyòògíríawusa

ée tiíkwe-yá-ògírí-awusa

-óbìq̃hà-

ùc̣q̣/ùṭq̣

íçùçq̣/íṭùṭq̣

(H) íc̣q̣-ùc̣q̣/íṭq̣-ùṭq̣

òdìmmà ágàmíímèyaac̣q̣ùçq̣

á-gà-mù-ímè-ya-ac̣q̣q̣-ùc̣q̣

¹Mr. Ugorji's pronunciation is: ányɛwèghikwenigàrí

Drill 17.1 Variation Drill on a Basic Sentence:

Key Word

Pattern

élìlì

ányɛwèghikwenigàrí

ányɛwèghikweneelìlì

mù

èwèghikwenimeelìlì

àkṽ'á

èwèghikwenimaakṽ'a

yá

òwèghikwenaakṽ'a

ófe

òwèghikwenoofe

hà

èwèghikwenihóofe

uñèře

èwèghikwenihuuñèře

ɲwáɲkẉ

ɲwáɲkẉɛwèghikwenuuñèře

tomátò

ɲwáɲkẉɛwèghikwenitomátò

-Onuegbu-

ogiri	a seasoning
Hausa	Hausa
ogiri Hausa	a seasoning
E, tikwe ya ogiri Hausa.	Yes, and add Hausa ogiri.

-Obioha-

utọ	sweetness, taste
itọ utọ	to be tasty, to be sweet
Ọ di mma. Aga m ime ya	All right. I'm going to make
atọọ utọ!	it delicious!

únù	ṣwáṅkwọṣwèghikwenitomatò
áǹǹù	úneeṣwèghikwenitomatò
mù	úneeṣwèghikwenaazù
àyibàsà	èṣwèghikwenimaaǹù
ányì	èṣwèghikwenimaàyibàsà
gàrí	ányìṣwèghikwenaàyibàsà
	ányìṣwèghikwenigàrí

Drill 17.2 Variation Drill on a Basic Sentence

Key Word

Pattern

	ányìṣwèǹṣwègburùlùùṣṣṣṣ
gàrí	ányìṣwèǹṣwègàrílùùṣṣṣṣ
mù	éṣwèǹṣwègàrílùùṣṣṣṣ

	éṅwèřemgarílùúñèře
làakw'á	éṅwèřemgarílàakw'á
hã	éṅwèřehãagarílàakw'á
ánụ́ nnamà	éṅwèřehãánụ́nnamàlàakw'á ¹
yá	óṅwèřaanyụ́nnamànaakw'á ¹
lèélìlì	óṅwèřaanyụ́nnamàlèélìlì ¹
ògrí	óṅwèřoogrílèélìlì
anyị́	ányị́ṅwèřoogrílèélìlì
ìgbúrụ́	ányị́ṅwèřìgbúrụ́lèélìlì
lùúñèře	ányị́ṅwèřìgbúrụ́lùúñèře

Note 17.1 The Verbal Noun as Emphatic Signal

àyòrììgbúraahàayó 'Was that cassava sifted?' ('Did one sift that cassava [a] sifting?')

As noted previously, in the absence of a noun object following a verb, the verbal noun from the same verb root is regularly employed to complete the clause:

---éciláabyaabya 'tomorrow' ('day one day removed from today which is coming [a] coming')

When the verbal noun is employed, as in the sentence cited above, following a noun object (here ìgbúrụ́) the sentence is more emphatic than without the verbal noun.

Drill 17.3 Variation Drill on Basic Sentences:

Key Word

Pattern

ghí

àyòrììgbúraahàayó

ée àyòrìyaáyò

ìyòrììgbúraahàayó

ée àyòròmìyaáyò

¹Note the unpredictable and inconsistent employment now of là, now of ná with nasal sounds in the environment.

	<u>ìyòrììgbúraahàayó</u>	ée <u>áyòròmíyaáyó</u>
íkùmíří	<u>ìkùrumířàahèekú</u>	ée ↑ <u>ékùrumíyeeku</u>
hã	<u>èkuruhamířàahèekú</u>	ée ↑ <u>ékuruñíyeeku</u>
ùnù	<u>ùnukùrumířàahèekú</u>	ée ↑ <u>ányìkùríyeeku</u>
ishíofe	<u>ùnushíroófaahèeshí</u>	ée ↑ <u>ányìshíríyeeshí</u>
yá	<u>òshíroófaahèeshí</u>	ée <u>óshíríyeeshí</u>
ìřùq̄řù	<u>q̄řùq̄q̄řàahàãřù</u>	ée <u>q̄řùrìyaãřù</u>
á	<u>ãřùq̄q̄řàahàãřù</u>	ée <u>ãřùrìyaãřù</u>
ìvùédè	<u>ávùreédaahàavù</u>	ée <u>ávùríyaavù</u>
ghí	<u>ìvùreédaahàavù</u>	ée <u>ávùrumíyaavù</u>
ìzàezhí	<u>ìzareezhíahàazá</u>	ée <u>ázàramíyaazá</u>
hã	<u>àzarahèzhíahàazá</u>	ée <u>ázarahñíyaazá</u>
ìhùdòktò	<u>ahùřùhadòktaahù</u>	ée <u>ahùřùhadòktaahù</u>
yá	<u>òhùřùdòktaahù</u>	ée <u>òhùřùdòktaahù</u>
ìgàopopò	<u>ògaroopópàagá</u>	ée <u>ògàrooopópàagá</u>

Note 17.2 The Order of Possessive and Other Modifiers:

Note the phrases:

ényìm̄wook'ò	'my male friend'
ógò'm̄waànyì	'my female relative in law'
nnàm̄uukwu	'my master ('my big father')'

From these examples it can be seen that a possessive pronominal form occurs immediately following the noun possessed and is itself followed by any further modifiers, single words or clauses.

Further example:

ṇwághuukwu	'your big child'
------------	------------------

When, however, the possessor is a noun, it follows the modifier:

óg'òṅwáànyí'ńjòkú

Thus, if the possessor noun is itself possessed by a pronominal, a following modifying noun modifies the possessor noun not the possessed noun:

ógòṅwáámṅwáànyị 'the relative-in-law of my daughter'

but ógòṅwáànyí'ṅṅwam 'the female relative-in-law of my child'

ànyị and únù may occur in this construction either in pronominal or in noun position:

ńnàmuukwu 'my boss'

ńnà'anyuukwu 'our boss'

or ńnùúkwu'anyị

ńnùúnùúkwu 'your boss'

or ńnùúkwuunù

but in nominal position these tend to be somewhat derogatory to the possessor, implying the excessive superiority of the boss. However, when such social position is not involved the nominal position is more normal:

jíukwu'anyị 'our big yams'

òkúkòúkwuunù 'our big chickens'

úmụ'ákíra'anyị 'our (small) children'

Drill 17.4 With Possessive Pronouns

New Word:

àd'á oldest daughter

Key Word	Pattern	
	<u>ényim</u> ṛwook'ògàràáhya	'My (male) friend went to market.'
ṛwá	ṛwámṛwook'ògàràáhya	'My son went to market.'
ghí	ṛwághíṛwook'ògàràáhya	'Your son went to market.'
ṛwáànyí	ṛwághíṛwáànyíṛgàràáhya	'Your daughter went to market.'
ízù	ṛwághíṛwáànyíṛzùràáhya	'Your daughter shopped.'
ógò	ógòghíṛwáànyíṛzùràáhya	'Your female in- law shopped.'
épe	ógòghíṛwáànyíṛzùréépe	'Your female in- law bought oranges.'
írá	ógòghíṛwáànyíṛáreepe	'Your female in- law ate ('licked') [an] orange.'
ṛwámṛwáànyí	ógòṛwámṛwáànyíṛáreepe	'The in-law of my daughter ate an orange.'
ṛwóok'ò	ógòṛwámṛwook'òrarépe	'The in-law of my son ate an orange.'
únèfe	ógòṛwámṛwook'òraruunèfe	'The in-law of my son ate a banana.'
ṛwá	ṛwáṛwámṛwook'òraruunèfe	'The child of my son ate a banana.'
ṛwáṛwám	ṛwáṛwámṛraruunèfe	'My grandchild ate a banana.'
íré	ṛwáṛwámṛraruunèfe	'My grandchild sold bananas.'
áhya	ṛwáṛwámṛreraahya	'My grandchild made a sale.'

b)

Useful Word:

ó'ò grand (as in grandfather)

Key Word

f Pattern

	ényèfemíyánnà <u>mú</u> ukwu	'I gave it [to] my boss.'
yá	ónyèfeyánnà <u>mú</u> ukwu	'He gave it [to] my boss.'
í'zù	ó'zùrìyánnà <u>mú</u> ukwu	'He sold it to my boss.'
yá	ó'zùrìyánnìy <u>ú</u> ukwu	'He sold it to his boss.'
nné	ó'zùrìyannìy <u>ú</u> ukwu ¹	'He sold it to his boss (female).'
ó'ò	ó'zùrìyannìyó'ò	'He sold it to his grandmother.'
hà	ó'zùrìhannìyó'ò	'He sold them to his grandmother.'
ányì	ó'zùrìhanná'anyo'ò	'He sold them to our grandmother.'

Drill 17.5 With noun possessors:

Useful Word:

àd'ég'ò Proper name for a female
'daughter of money'

¹Note the tone of /yà/, here low before nné, elsewhere high before nnà. This illustrates a tendency of pronoun object forms to assimilate tonally to what follows.

a)

Key Word	Pattern	
	<u>ényi</u> ṅwook'òṅjòkùgàràáhya	'Njoku's male friend went to market.'
ṅwá	ṅwáṅwook'òṅjòkùgàràáhya	'Njoku's son went to market.'
ṅwáànyị	ṅwáṅwáànyịṅjòkùgàràáhya	'Njoku's daughter, went to market.'
àd'éeeg'ò (P.N.)	ṅwáṅwáànyịàd'éeeg'òzùràáhya	'Adaego's daughter shopped.'
ífùezhí	ṅwáṅwáànyịàd'éeeg'òfùreezhí	'Adaego's daughter went outside.'

b)

Key Word	Pattern	
	ényèfemíyánnùúkwuṅjòkù	'I gave it to Njoku's boss.'
yá	ónyèfíyánnùúkwuṅjòkù	'He gave it to Njoku's boss.'
íwèta	ówètaríyánnùúkwuṅjòkù	'He brought it to Njoku's boss.'
há	ówètaráhánnùúkwuṅjòkù	'He brought them to Njoku's boss.'
óc'ò	ówètaráhánnòóc'òṅjòkù	'He brought them to Njoku's grandfather.'
nné	ówètaráháanneoc'òṅjòkù	'He brought them to Njoku's grandmother.'

c)

Key Word	Pattern	
	nd'ùzùrɪŋwíy'èmbùn'joké <u>epe</u>	'Ndu sold oranges to Njoku's first wife.'
ókùrù	nd'ùzùrɪŋwíy'èmbùn'jokókùrù	'Ndu sold okra to Njoku's first wife.'
ínyé	nd'ùnyefenwíy'èmbùn'jokókùrù	'Ndu gave okra to Njoku's first wife.'

<u>Pronunciation</u>		<u>Structure</u>
	-cídì-	
ìméwene		ì-méwene
	-nǝ́k'ù-	
ée ényím ìgáwala		ée ényì-m ì-gáwala
	-cídì-	
ácòromghéecí		á-còrọ-m-ghí-ecí
	-nǝ́k'ù-	
gírímèře		gírì-mèře
	-cídì-	
háfù		
háfù mmìyòrọ máàkọrọghí		háfù mmè-ì-yòrọ mú-àkọrọ-ghí
	-nǝ́k'ù-	
ódìmmà òléèngáányìgíizù		òléè-ngá-ányì-ga-ízù
	-cídì-	
ízù		
ízùgàrààga		ízù-gàrà-àga

Basic Sentences

<u>Spelling</u>	<u>English</u>
	-Chidi-
I mewene?	Hello! ('Have you started to do [something]?')
	-Njoku-
E, enyim. I gawala?	Yes, my friend. Hi! ('Have you started going?')
	-Chidi-
A cqrq m g1 ech1.	I looked for you yesterday.
	-Njoku-
Gini mere?	What happened?
	-Chidi-
hafu	skip it, leave off
Hafu. Mgbe 1 yqrq mu	Skip it. When you return
akqrq g1.	[from work] I'll then tell you.
	-Njoku-
Q d1 mma. Ole nga any1	All right. Where are we
ga izu?	going to meet?
	-Chidi-
izu	week - originally the
	two times four-day
	market cycle
izu gara aga	last week

ọwụrụmàghíkwe ágàmị́sị́
 yawurẹbaańàányị́nọ́fọ-
 lị́izùgàràága

ọ-wurụ-mà-ghí-kwe á-gà-mụ-
 ịsị́-ya-wurụ-ebe-ańà-ányị́-
 nọ́fọ-lá-izù-gàrà-ága

-nị́ók'ù-

izò/ìjò

(L)

mọ́ọwụ́lágħị́

mà-ọ-wụ-lá-ghị́

ḿbya

alternative for ị́byáabya

mọ́ọwụ́lágħị́sị́mířizòghe

mà-ọ-wụ-lá-ghị́-sị́-míři-

ágàḿbya

zòghe á-gà-m-ḿbya

-cídì-

ógwè

ogwèmkwe

ógwè-m-kwe

ọ́ubèdí́

ọ́-wụ-bè-dí

áńwụ

ị́c'á

(H)

ógwèmkwe ọ́ubèdí́sị́ńwụnaàc'á

ógwè-m-kwe ọ́-wụ-bè-dí-sị́-

ágàmị́nụ́yá

ńwụ-na-ac'á á-gà-mụ-ị́nọ́-
yá

Note 18.1 Days of the Week

The Igbo week, ị́zù, is divided into two four-day market cycles - total eight days - of which the following are the calendar names:

- | | | |
|----|----------------------|------------|
| 1. | èk'úukwu (èk'é-ukwu) | 'big eke' |
| 2. | óryùukwu (óryò-ukwu) | 'big oryo' |
| 3. | àfuúukwu (àfọ-ukwu) | 'big ofọ' |

Ọ buru ma gị kwe, aga m
 isi ya buru ebe aha
 anyị nọrọ n'izu gara
 aga.

If you agree, I would say
 it should be that place
 we were last week (a week
 [8 days] ago).

-Njoku-

izo
 ma ọbulaghi
 mbia

to fall (of rain)
 whether it is or not
 to come (a coming)

Ma ọbulaghi si miri zoghe,
 aga m mbia.

I'm going to come whether it
 rains or not.

-Chidi-

ogwe
 ogwem kwe
 ọbubedi
 anwu
 icha

self
 me too
 even if it is ---
 sun (light)
 to shine, to glow

Ogwem kwe. Ọbubedi si
 anwu na acha, aga m
 inọ ya.

Me too. Even if the sun
 shines, I'll be there.

- | | |
|-------------------------|---------------|
| 4. ñkwúukwu (ñkwó-ukwu) | 'big ñkwọ' |
| 5. èk'énṭà | 'little eke' |
| 6. óryòṅṭà | 'little oryo' |
| 7. àfòṅṭà | 'little afọ' |
| 8. ñkwónṭà | 'little ñkwọ' |

Although some of the larger markets, e.g., Onitsha, Umuahia, etc., hold market every day, many markets are held only every eight days. Some daily markets, e.g. èkòòhà ('public eke'), have a larger market on their proper one day in eight.

In general the markets which meet on úkwu days draw produce and customers from a larger area than those which meet on ntà days. The latter are largely for local trading in salt and local produce. A district usually has only one big market day attended by people from other districts. On other 'big' days one town in a district may hold market for the entire district but not for outsiders. Such a market is not recognized as an úkwu market but is considered an ntà market and given a name - e.g. àfíizù 'afọ meeting'.

In some districts there is no market on a particular day. In such cases the Igbo says e.g. 'We have no óryùúkwu'. By this he does not mean that they do not count that day but rather that there is no market locally.

It is common to modify the words èk'é etc. on small market days by ànyí 'our' or by a name celebrating some historic event or some person, and on the one large market day by òhà 'public' or by the name of the town where it is held.

One anticipates visitation by relatives and friends from afar on úkwu days and more local visitations on ntà days:

Of course, modern westernized Igbos employ the western seven-day for practical purposes, employing the word wíikí interchangeably with ízù (now meaning seven days) and the English names.

Drill 18.1 Day of the Week/Market Places:

a)

Useful Words:

ònyíca/òníca Onicha (a town)

ngwúrú Ngwuru (a town)

ífúáhya -to come out, to make a debut

Key Word	Pattern	
	ányìgìízu ^l à ^l à ^l nk ^w ó ^o ányì	'We are going to meet at our Nkwó [market].'
àfó	ányìgìízu ^l à ^l a ^l fó ^o ányì	
ízu ^l kò	ányìgìízu ^l kò ^o la ^l a ^l fó ^o ányì	
èkóònyícha	ányìgìízu ^l kò ^o leekóònyícha	'We're going to meet together at Onicha's big (Eke) [market].'
ímènzùkò	ányìgìímènzùkò ^o lèekóònyícha	
èkwóq ^h à	ányìgìímènzùkò ^o lànkwóq ^h à	'We're going to meet together at [the] public (èkwó) market.'
ífùáhya	ányìgìífùáhya ^l lànkwóq ^h à	'We're going to make our debut at [the] public (èkwó) market.'
ínò	ányìgìínò ^l lànkwóq ^h à	
íbyá	ányìgìíbyá ^l lànkwóq ^h à	
hà	ágàhìíbyá ^l lànkwóq ^h à	
èkéngw ^ũ ur ^ú	ágàhìíbyá ^l lèekéngw ^ũ 'ur ^ú	

b)

Useful Words:

m̀bà	district, tribe, nation	
òwùwa	breaking up of (derived from iwa 'to break up')	òwùwaanyanwù East[ern Region] (Breaking up of [the sky by] the sun')
ányanwù	[the] sun	
nàygírìà	Nigeria	
áma	lane, street, clan, road leading to family compound	
ézhiamà	'Good Clan' - a clan name	
m̀òót'ù	at all	
òbùla	any	
ùfódù	some	
ùm̀uaghàra	a place name	

Key Word

Pattern

	<u>ònyicáamairi</u> nweřenaaniotùáhyuukwu	'The ten clans of Onicha have only one large market.'
m̀bàlílílélòòwùwa- anyanwùnàygírìà	m̀bàlílílélòòwáanyanwùnàygírìà nweřenaaniotùáhyuukwu	'All clans in the Eastern Region of Nigeria have only one large market.'

òtútùahyantà

mbàlílélèlòowúwaanyanwùnàygírìànwéře-

òtútùahyantà

'All clans in the Eastern Region of Nigeria have many small markets.'

úmaaghàradìlìimq-

ònyica

úmaaghàradìlìimqònyicanwéřeòtútù-

ahyantà

'Umuaghara which is in Onicha has many small markets.'

éṅwèghìahyuukwu-

kèhànaanì

úmaaghàradìlìimqònyiceéṅwèghì-

ahyuukwukèhànaanì

'Umuaghara which is in Onicha doesn't have a large market of its own.' ('---doesn't have a big market of theirs alone.')

ùfódumbà

ùfódumbèéṅwèghìahyuukwukèhànaanì

'Some clans don't have a large market of their own.'

ézhiamà

ézhiamééṅwèghìahyuukwukèhànaanì

'Eziama doesn't have a big market of [its] (their) own.'

òbulamoót'ù

ézhiamééṅwèghìahyqòbùlamoot'ù

'Eziama hasn't any market at all.' ('---hasn't market, any at all')

c)

Useful Words:

í c'è different

í c'íic'è various

Key Word

Pattern

	<u>ònyíca</u> náanìjwee kòònyíca	'Only Onicha has Onicha Eke [market].'
ònyíca	ònyíca <u>nwée</u> kòònyíca	
jàazú	<u>ònyíca</u> jàazú kòònyíca	'Onicha shops [at] Onicha Eke [market].'
mbádíic'íic'è	mbádíic'íic'è <u>jàazú</u> kòònyíca	'Various districts shop [at] Onicha Eke.'
íbyá	mbádíic'íic'è <u>jàabyé</u> kòònyíca	
ígá	mbádíic'íic'è <u>jàagé</u> kòònyíca	'Various districts go [to] Onicha Eke.'
éke n̄gwurú	<u>mbádíic'íic'è</u> <u>jàagé</u> éke n̄gwurú	'Various districts go to Ngwuru Eke.'
n̄gwurú	n̄gwurú <u>jàagé</u> éke n̄gwurú	'Ngwuru goes to Ngwuru Eke.'
ízú	n̄gwurú <u>jàazú</u> éke n̄gwurú	'Ngwuru shops [at] Ngwuru Eke.'
nwé	<u>n̄gwurú</u> <u>n̄wee</u> éke n̄gwurú	'Ngwuru has Ngwuru Eke.'

ngwũrũnaani

ngwũrũnaaniweekngwũrũ

'Ngwuru alone has Ngwuru Eke.'

naaningwũrũ

naaningwũrũweekngwũrũ

'Only Ngwuru has Ngwuru Eke.'

óryò

naaningwũrũwooryòngwũrũ

'Only Ngwuru has Ngwuru Orio.'

làazũ

naaningwũrũlàazũoryòngwũrũ

'Only Ngwuru shops (at) Ngwuru Orio.'

d)

Useful Word:

ahyāfā

Ahiara, a place name

Key Word

Pattern

ékonyicawékuukwu

'Onicha Eke is (a) big Eke.'

ngwũrũ

ékengwũrũweekuukwu

'Ngwuru Eke is (a) big Eke.'

ahyāfā

ékaahyāfāweekuukwu

'Ahiara Eke is (a) big Eke.'

ntà

ékaahyāfāweekentà

'Ahiara Eke is (a) little Eke.'

óryò

ónóahyāfāwooryontà

'Ahiara Orio is (a) little Orio.'

ngwũrũ

ónóngwũrũwooryontà

'Ngwuru Orio is (a) little Orio.'

Note 18.2 Numbers above 12:

In Note 5.3 numbers up to twelve were presented. Higher numbers are as follows:

ìrìlààt́ọ́	13
ìrìlàanńọ́	14
ìrìlìiṣ́ọ́	15
ìrìlìiṣ́híí	16
ìrìlàasáà	17
ìrìlàasát́ọ́	18
ìrìlìit́éghete	19
óhù/óg'ù	20
óhulòótù/óg'ùlòótù	21
- - - -	
óhulìirí/óg'ùlìirí/ìrìát́ọ́	30
óhulìirìlòótù/óg'ùlìirìlòótù/ìrìát́ọ́lòótù	31
- - - -	
óhuàb́ù/óhulaàbo ¹ /óg'ùàb́ù/óg'ùlaàbo ¹ /ìrìánnọ́	40
óhuàb́ùlìirí/óg'ùàb́ùlìirí/áhulaàbolìirí/	
óg'ùlaàbolìirí/ìrìiṣ́ọ́	50
óhuàt́ọ́/óg'ùàt́ọ́/ìrìiṣ́híí	60

¹Note that àb́ù, when a modifier has an alternate form láàbo :

mmad'àab́ù or mmad'ùlaàbo

but this alternate is not used in counting, even when counting items modified by the numbers:

ótùmmad'ù, mmad'àab́ù, mmad'àat́ọ́, etc.

347

íshíátò is 'three heads' or 'the third head'

èzhíánnò is 'four compounds' or 'the fourth compound'

but: áfòíshíí is 'six years' and

áfòíshíì is 'the sixth year' ('year of six')

Similarly

àlaasáto is 'eight countries'

while aláásatò is 'the eighth country' ('country of eight')

A few Class I nouns are clearly singular or plural and hence unambiguous:

	ónyaásaà	'the seventh person'
compare	mmad'ùasáà	'seven individuals'
contrast	mmad'ùásàà	'the seventh man'

Note also:

	ndíísho	'the fifth group'
contrast	òtuíshó	'five sets'
	òtúísho	'the fifth team'

òtu - group, set,
team

With ordinal numerals over twenty, in contrast with the situation with cardinal numerals (see Note 19.2), the noun modified precedes the entire number:

	ányohùlìirí	'the thirtieth animal'
contrast:	óhuan'niirí	'thirty animals'

Because of this distinction kè is not necessary with ordinal numerals over twenty.

Drill 18.2 Ordinal Numerals:

a)

Useful Word:

míshìòny mission

Key Word

Pattern

ógàghaákwýkwòlaskúùláányíkembú

'He goes to school at
our first school.'

àbúò

ógàghaákwýkwòlaskúùláányíkàábúò

ṛwám

ṛwámgàghaákwýkwòlaskúùláányíkàábúò

ìsò

ṛwámgàghaákwýkwòlaskúùláányíkììsò

'My son goes to school
at our fifth school.'

míshìòny

ṛwámgàghaákwýkwòlamíshìònáányíkììsò

'My son goes to school
at our fifth mission.'

b)

Useful Word:

íshít'e (HL +) to prepare and bring [food]

Key Word

Pattern

ṛwáányímkáannoyòruúyò

'My fourth wife returned
home.'

ṛwíyè

ṛwíyèmkáannoyòruúyò

	ṇwíyémkaánnòyòruúyò	
ígáahya	ṇwíyémkaánnògàraahya	
ìshíí	ṇwíyémkíìshíìgàraahya	'My sixth wife went to market.'
íshìtèfí	ṇwíyémkíìshíìshìtèrèfí	'My sixth wife cooked and served food.'

c)

Useful Word:

<p> $\acute{o}p'ara$ eldest son </p>
--

Key Word

Pattern

	ṇwámṇwook'ògbároonyembu	'My son took first place.' ('---ran first person')
$\acute{o}param$	$\acute{o}paramgbároonyembu$	'My eldest son took first place.'
láàbo	$\acute{o}paramgbároonyenaàbo$	'My eldest son took second place.'
ṇwámṇwook'òkaábuò	ṇwámṇwook'òkaábuògbároonyenaàbo	'My second son took second place.'
ìtégghete	ṇwámṇwook'òkaábuògbároonyìtégghete	'My second son placed ninth.'
òkúkùyá	òkúkùyágbároonyìtégghete	'His chicken placed ninth.'

d)

Useful Word:

óṅwa	month
------	-------

Key Word

Pattern

	jénuáarìwóqṅwambùlaafò
fébùwáarì	fébùwáarìwóqṅwaábùq̄laafò
máàc̄	máàc̄wóqṅwaátq̄laafò
épereèlu	épereèluwóqṅwaánnq̄naafò
méè	méèwóqṅwiìṣonaafò
júunu	júunuwóqṅwiìṣhìináafò
jùláàȳ	jùláàȳwóqṅwaásaàláafò
q̄gq̄st̄	q̄gq̄st̄wóqṅwaásaṭq̄laafò
sèptémbà	sèptémbàwóqṅwiìteghetelaafò
q̄któbà	q̄któbàwóqṅwiìrìlaafò
nòvémmà	nòvémmàwóqṅwiìrìlòótùláafò
dìsémmà	dìsémmàwóqṅwiìrìlàabùq̄laafò

e)

Useful Words:

ígbàla (H)	to escape
ígbàlagha (H +)	to run back, to retreat, to escape back

Key Word

Pattern

ónyoohúm̃h̃r̃yagbálaghala

'The twentieth person I saw has run back.'

	ónyoo <u>hù</u> m̃hùr̃yagbálaghala	
óhulìiṣó	ónyoo <u>hulìiṣó</u> m̃hùr̃yagbálaghala	
óhulìirí	onyoo <u>hulìirím̃hùr̃yagbálaghala</u>	
ìgbála	<u>ónyoo</u> hulìirím̃hùr̃yagbálaala	'The 30th person I saw has escaped.'
ány	ánuo <u>hulìirím̃hùr̃yagbálaala</u>	'The 30th animal I saw has escaped.'

<u>Pronunciation</u>		<u>Structure</u>
	-n̄jók'ù-	
ík'ekwe		ík'e-kwe
óḳ		
ík'ekwe ágàmíwètaraghí-		ík'e-kwe á-gà-mụ-íwèta-
óḳmámbyawa		ra-ghí-óḳ-mmè-m-byawa
	-cídì-	
ùkó		
ùkónhǽ		ùkó-hǽ
ívù		(HL)
ívùte		(HL +)
íméene màóḳghụkqnhǽ		mà-óḳ-wùghí-ùkq-nhǽ
ágàmíívùtereghimm̄		á-gà-mụ-ívùte-re-ghí-mm̄
	-n̄jók'ù-	
háfù écégbuloonwéghí		háfù écégbule-ogwé-ghí
	-cídì-	
ípá		H
ípáta		ípá + ta
áb'a		
ók'ù		

Basic Sentences

<u>Spelling</u>	<u>English</u>
-Njoku-	
ikekwe	if possible ('if strength permits')
qji	kola nut, horsd'oeuvre
Ikekwe, aga m iwetara gi oji mgbe m byawa.	If possible, I'm going to bring along a kola nut for you when I come.
-Chidi-	
ukq	scarcity, lack
uko ihe	poverty, scarcity of things
ivu	to carry (on the head)
ivute	to carry along
Imeene. Ma q bugh1 ukq ihe, aga m ivutere ghi many1.	Thanks. If it were not for poverty I would bring along wine for you.
-Njoku-	
Hafu. Ecegbule onwe gi.	Forget it. Don't think your- self to death.
-Chidi-	
ipa	to carry (in hand)
ipata	to carry along
aba	bottle
oku	hot, fire, heat

èbele

ôwûrûmàcíkwe ágàmí-

ípáṭootùáb'ammíṭṭókú

mòṣuebelémṭṭí

ô-wûrû-mà-cí-kwe á-gà-

mû-ípáṭa-otù-áb'a-mmíṭṭ-ókú

mà-ô-wû-ebelé-mmíṭṭ

-n̄jók'û-

ûbòcìlílélè ghéewèṭámmíṭṭ

ûbòcì-lílélè ghí-ewèṭá-mmíṭṭ

ígbàlì

(L)

èhí

líihíkèè ágàmíígbàlì-

weṭákwanìotùèhí

là-íhí-keè á-gà-mû-ígbàlì-

weṭákwanì-otù-èhí

-cídì-

ńsògbú

ényènoorwèghínsògbú

shíṭe/síṭe

gàwá

íkàrà

sítuugbuàgawá ágàmneémé-

karaòt'úkàáñà

ényène-onwè-ghí-nsògbú

(H +)

sítu-ugbu-à-gawá á-gà-m-

ná-émé-kara-òt'ú-kè-áñà

-n̄jók'û-

ĩh̃ṭnaanya

(HL) ĩh̃ṭ-na-anya

ĩh̃ṭnàanya

ebele

Ọ bụrụ ma ị kwe, aga m
 ịpata otu aba manyị ọku,
 ma ọ bu ebele manyị.

calabash

If God permits I'm going to
 bring along a bottle of
 warm wine, but it will be
 home brew ('calabash wine').

-Njoku-

Ubọcị nile, gị eweta
 manyị.

Every day you bring along
 wine.

igbalị

to try

ehị

time, occasion

N'ihị nkea, aga m igbalị
 wetakwanị otuehị.

Because of this, I will try
 to bring [some] one day.

-Chidi-

nsogbu

trouble

Enyele ogwe gị nsogbu.

Don't give yourself trouble.

site

starting from

gawa

(going) on

ikara

to surpass

Site ugbua gawa, aga m
 na eme kara otu ke aha.

From now on I'm going to do
 more like that. ('Starting
 from now going on, I'm
 going to proceed to do
 surpassing manner of that.')

-Njoku-

ihu na anya

to love (see in the eye)

ihu na anya

love (noun), affection

ówùmàka íhùnáányiíwéfe-
neebeemnò

ó-wù-màka íhù-nà-ánya-
i-wéfe-na-ebe-m-nò

-cídì-

ée ↑ ényimwook'ò
óg'áagáala kám-gawa

ée ↑ ényì-m-wook'ò
óg'è-agáala kà-m-gawa

-nǝk'ù-

ódimma yóngwángwà

yó-ngwà-ngwà

Note 19.1 Comparisons:

Useful Words:

ívù fatness, extent, volume
ívù (ívù)(L) to be fat, to be large

Comparison in Igbo is accomplished through the employment of one or another verb carrying such senses as 'to be older than' etc. or by use of the verb íkà 'to surpass' or its derivative íkàra. The latter verb in its subsequential form gives the form kàra, often translated 'than'.

áhyaàkáahyakaáãhà

'This market surpasses that market [in size, importance, etc.]'

áhyaàvuriívùkàraahyakaáãhà

'This market is larger than that.' ('This market is large and surpasses that market.')

áhyaàkáahyakaáãhàkùúkwù

'This market is larger than that.' ('This market surpasses that market (of) [in] bigness.')

Ọ bu maka ihunaanya 1
 ọwere n'ebe m nọ.

It is on account of (about)
 the love you have for me
 (at the place I am).

-Chidi-

E enyi m nwoke. Oge
 agaala. Ka m gawa.

Yes, my friend. Time has
 gone [by]. Let me start to
 go.

-Njoku-

Ọ di nma. Yọ ngwa ngwa.

Good. Hurry back.

Useful Word:

í'c' (H) to be older than

ọwánnemọwọk'ò'c'ọm

'My brother is older than I.'

ka also occurs as an adverbial suffix as in ívùka 'to be bigger than, to surpass in size.'

áhyò'ò'ishavukac'araáhyaliilè

'Onitsha market is the
 biggest market.'
 ('Onitsha market is
 completely bigger than
 all markets.')

Drill 19.1 Comparisons:

a)

Key Word

Pattern

áhyò'ò'ishakáahyaába

'Onitsha market
 is bigger than
 Aba market.'

èk'èq'ha

èk'èq'hakáahyaába

'Ekeqha is bigger
 than Aba market.'

	<u>èk'èq̃hàkàahyaába</u>	
óryaányị	<u>èk'èq̃hàkóryaányị</u>	'Ekeoha is bigger than our Orío [market].'
èzhínnàm	<u>èzhínnàmkoq̃ryaányị</u>	'My father's compound is bigger than our Orío.'
èzhínnàghị	<u>èzhínnàmkeezhínnàghị</u>	'My father's compound is bigger than your father's compound'
úyáányị	<u>úyáányịkeezhínnàghị</u>	'Our house is bigger than your father's compound.'
úyókùúnù	<u>úyáányịkuuyókùúnù</u>	'Our house is bigger than [that one] of yours.'
úyòà	<u>úyòàkúuyókùúnù</u>	'This house is bigger than [that one] of yours.'
ngákàáhà	<u>úyòàkàngákàáhà</u>	'This house is bigger than <u>that</u> place.'
ngáà	<u>ngáàkàngákàáhà</u>	'This place is bigger than <u>that</u> place.'

b)

Useful Words:

ósq	race
ígbòqsq	to run
cíjìòke	P.N. (male)

Key Word	Pattern	
	ńd'ùkácídií <u>mánhýe</u>	'Ndu is wiser than Chidi.' ('Ndu exceeds Chidi to know things.')
ímaṭaakwukwọ	ńd'ùkácídií <u>maṭaakwukwọ</u>	'Ndu comprehends learning better than Chidi.'
íde	ńd'ùkácídií <u>daakwukwọ</u>	'Ndu writes better than Chidi.'
gìíká	ńd'ùgìíkácií <u>daakwukwọ</u>	'Ndu will write better than Chidi.'
íríří	ńd'ùgìíkácií <u>iríří</u>	'Ndu will eat more than Chidi.'
yá	ógìíkácií <u>iríří</u>	'He'll eat more than Chidi.'
ígbọọsọ	ógìíkácií <u>igbọọsọ</u>	'He'll run better than Chidi.'
mú	ógìíká <u>mí</u> <u>igbọọsọ</u>	'He'll run better than I.'
ímèngwàngwà	ógìíká <u>mí</u> <u>imèngwàngwà</u>	'He'll work faster than I.'
cíjìòkè	ógìíkáciíjìòkí <u>imèngwàngwà</u>	'He'll work faster than Chijioke.'
lámma	ógìíkáciíjìòkélá <u>mma</u>	'He's going to be handsomer than Chijioke. ('He will exceed Chijioke in beauty.')
líík'e	ógìíkáciíjìòkélíík' <u>e</u>	'He's going to be stronger than Chijioke. ('He'll exceed Chijioke in strength.)

	ógìíkácijiòkeliík'e	
ívù	ógìíkácijiòkeliívù	'He's going to be plumper than Chijioke.'
mma	ógìíkácijiòkemma	'He'll prove to be better than Chijioke.'
ík'e	ógìíkácijiòkiík'e	'He will be harder than Chijioke [to persuade, catch, etc.].'

Drill 19.2 Drills on comparison using the subsequential form of íkára:

a)

New Words:

íd'à	to fall (L)
íd'àqny	to be expensive
ímamma (H)	to be attractive, to be good

Key Word

Pattern

	<u>áhyoòni</u> shavuriívùkáraahyaába	'Onitsha market is big - larger than Aba market.' ('Onitsha market is extensive (and) exceeds Aba market.')
èkéqhà	èkéqhàshavuriívùkára <u>ahyaába</u>	'Ekeoha is big - larger than Aba market.'
óryaányị	<u>èkéqhà</u> shavuriívùkárooryaányị	'Ekeoha is big - larger than our farm.'

èzhínnàghí	èzhínnàghí <u>vùríivùkároryaányí</u>	'Your father's compound is big - larger than our farm.'
skùùluúnù	èzhínnàghí <u>vùríivùkárashuùluúnù</u>	'Your father's compound is big - larger than your school.'
ímámma	<u>èzhínnàghí</u> <u>mářamma</u> karaskuùluúnù	'Your father's compound is pretty - more so than your school.'
úyòà	úyòà <u>mářamma</u> karaskuùluúnù	'This house is attractive - more so than your school.'
kàáǎhà	<u>úyòà</u> <u>mářamma</u> karakàáǎhà	'This house is attractive - more so than that one.'
ógw'ùà	ógw'ùà <u>mářamma</u> karakàáǎhà	'This medicine is good - more so than that kind.'
íd'áóny	ógw'ùà d'aróóny karakàáǎhà	'This medicine is expensive - more so than that.'

b)

Useful Words:

ík'p'ò	to call, to take with
ík'p'òta	to invite to come along, to bring along

Key Word		Pattern	
	nd'ùgiímèngwàngwàkàracidì		'Ndu will work fast - more so than Chidi.' ('Ndu will work fast [and] exceed Chidi.')
írìfí	nd'ùgiírìfíkaracidì		'Ndu will eat more than Chidi.'
mù	ágàmíírìfíkaracidì		'I'll eat more than Chidi.'
ířùǝřù	ágàmíířùǝřùkaracidì		'I'll accomplish more than Chidi.'
cíjìòke	ágàmíířùǝřùkaracìjìòke		'I'll accomplish more than Chijioke.'
ímèc'aloog'è	ágàmíímèc'aloog'èkàracìjìòke		'I'll finish in time - more so than Chijioke.'
ámaakò	ámaakògìímèc'aloog'èkàracìjìòke		'Amako will finish in time - more so than Chijioke.'
íñwèik'e	ámaakògìíñwèik'èkaracìjìòke		'Amako will be more able than Chijioke.'
mù	ámaakògìíñwèik'èkaram		'Amako will be more able than I.'
ígbùṭaažù	ámaakògìígbùṭaažùkaram		'Amako will catch more fish than I.'
ùnù	ùnùgìígbùṭaažùkaram		'You will catch more fish than I.'

ìkpòtammad'ù

únùgììkpòtammad'ùkàram

'You will bring along
more men than I.'

PronunciationStructure

-cídì-

ṙí'èhỹìhỹè
 óbìq̃hà ìshíeleṙí'èhỹìhỹè

ṙí-èhỹìhỹè
 óbìq̃hà ì-shíele-ṙí-èhỹìhỹè

-n̄jók'ù-

òdíghì écéghemsɿɿyɔ-
 ma'amaṙahỹemnèeshí

ò-dí-ghì é-céghe-m-sí-ɿ-yɔ-
 mɿ-amaṙa-hỹe-m-nà-es hí.

-cídì-

òúkwaraisɿdɿngáahà

ò-wúkwa-raɿsɿ-dɿ-ngá-ahà

-n̄jók'ù-

jàlòq̃f(ɿ)

ée ìc̣q̣ṛṣíeshɿɿyájàlòq̃f

ée ì-c̣q̣ṛ-ṣí-e-shíe-yá-jalòq̃f

-cídì-

íghé

(HL)

Basic Sentences

<u>Spelling</u>	<u>English</u>
-Chidi-	
nri ehihe	lunch (noon meal)
Obioha, i shiele nri	Obioha, have you cooked
ehihe?	lunch?
-Njoku-	
Q dighi. Eceghe m si i yo	No, I was waiting (that) [for]
mu amara ihe mu na esi.	you [to] return [so] I
	[might] (then) know what I
	am to cook.
-Chidi-	
Q bukwa rice di nga aha?	There is at least rice there
	[isn't there]?
-Njoku-	
Jalloy	pilav or curry (rice
	with oil spices and
	flavorings)
E, I corq si eshie ya	Yes, do you want it cooked
Jalloy?	Jalloy [style]?
-Chidi-	
íghé	to cook in oil, fry

fraày(ɿ)

òdìghì ácòròmṣṣíṣgheeyáfraày/ á-còrò-m-kà/sí-í-ghee-yá-
 ácòròmṣṣíṣgheyáfraày fraày
 -nṣók'ù-
 áyq/àyṣbàsà

èṣwéghìkwenṣmaayq è-ṣwéghìkwenṣ-m-ayq
 mṣweṣíík'eṣjìtomátò- m-ṣweṣe-ík'e-ṣjì-tomátò-
 láanṣshieyá lá-anṣ-shie-yá
 -cídì-

kòmitì
 ée mèéyàngwàngwà ée mèé-yá-ṣgwà-ṣgwà
 ánàmeeṣ'énzùkòndṣkòmitì á-nà-m-ṣeṣ'én-zùkò-ndṣ-
 kòmitì

Drill 20.1 Variation Drill on a Basic Sentence:

Key Word

Pattern

	ìshíeleṣíéhṣíhṣè
yá	òshíeleṣíéhṣíhṣè
ófe	òshíeloofé
únù	ùneeshíeloofé
jí	ùneeshíelejì

fry

any dish of meat, fish

and vegetables commenced

by sauteing the

ingredients in oil

Ọ dighi. Acọrọ m ka 1
ghee ya fry.

No, I want (that) you [to]
fry it [as a] sauteed dish.

-Njoku-

ayọ, ayibasa

onion

Enweghikweni m ayọ.
M nwere ike 1j1 tomato
naani sie ya?

I don't have [any] onions.
Can I use only tomato (and)
[to] cook it?

-Chidi-

committee

committee

E, mee ya ngwa ngwa.
Ana m eje nzukọ ndi
committee.

Yes. Do it quickly. I'm to
to [to a] committee meeting.

	ùneeshíelejì
ìzù	ùnaazùqlajì
nd'ù	nd'òqzùqlajì
uñèrè	nd'òqzùqluunèrè
ghí	ìzùqluunèrè
àgbọnọ	ìzùqlaàgbọnọ
óbìqhà	óbìqhòqzùqlaàgbọnọ

	óbìq̃h̃òq̃zùq̃laàgbq̃nq̃
gàrí	óbìq̃h̃òq̃zùq̃lagàrí
íshì	óbìq̃h̃òq̃shíelegàrí
ṙìehỹìhỹè	óbìq̃h̃òq̃shíeleṙìehỹìhỹè
ghị	ịshíeleṙìehỹìhỹè

Drill 20.2 Variation Drill on a Basic Sentence:

Key Word	Pattern
	m̃ṙweríík'11wèretomátòshíeyà
yá	òṙweríík'11wèretomátòshíeyà
únù	ùnṙweríík'11wèretomátòshíeyà
àyịbàsà	ùnṙweríík'11wèraayịbàsàshíeyà
ghị	ịṙweríík'11wèraayịbàsàshíeyà
ṇjók'ù	ṇjók'òòṙweríík'11wèraayịbàsàshíeyà
ókṙwùrụ	ṇjók'òòṙweríík'11wèroókṙwùrụshíeyà
ányị	ànyịṙweríík'11wèroókṙwùrụshíeyà
ánụọkùkò	ànyịṙweríík'11wèraánookùkòshíeyà
óbìq̃h̃à	óbìq̃h̃òòṙweríík'11wèraánookùkòshíeyà
áẓù	óbìq̃h̃òòṙweríík'11wèraáẓùshíeyà
mụ	m̃ṙweríík'11wèraáẓùshíeyà
tómátò	m̃ṙweríík'11wèretomátòshíeyà

Drill 20.3 Variation Drill on a Basic Sentence:

Key Word	Pattern
	écéghemsịyọ máamaṙahỹemnéeshí
únù	écéghemsuunuyọ máamaṙahỹemnéeshí
íme	écéghemsuunuyọ máamaṙahỹemnéemé

	écéghemsu <u>unuy</u> q máamařahỹemnéemé
yá	écéghemsq <u>qy</u> q máamařahỹemnéemé
ıbyá	écéghemsq <u>qby</u> q máamařahỹemnéemé
ñá	écéghemsı <u>ñaby</u> máamařahỹemnéemé
ızı	écéghemsı <u>ñaby</u> máamařahỹemnázı
nd'ı	écéghemsınd'ı <u>byá</u> máamařahỹemnázı
ılá	écéghemsınd'ı <u>lää</u> máamařahỹemnázı
ıshı	écéghemsındı <u>lää</u> máamařahỹemnèeshı
ghı	écéghemsıı <u>lää</u> máamařahỹemnèeshı
ıyq	écéghemsııyq máamařahỹemnèeshı

Note 20.1 Review:

At this point a thorough review of all forms, structures and vocabulary of Units 1 - 20 is in order. Units 20 and 21 present no new grammar and no further drills. Thus the time which would normally be devoted to drilling of new material in these units is available for review.

<u>Pronunciation</u>	<u>Structure</u>
-íkpe-	
<p> [́]mkpúrù [́]mkpúròoshishì [́]nd'ùqgiíwèṭamkpúrùoshishì- t'aa </p>	<p> [́]mkpúrù-oshishì [́]nd'ù-q-ga-íwèṭa-mkpúrù- oshishì-taa </p>
-cídìadí-	(cí-dì-adí)
<p> [́]ókàrasíyàgìíbyàt'aa ònyémànì m̀òqganìmbya </p>	<p> ó-kàra-sí-ya-gà-íbyà-taa ònyé-mànì mà-q-ganì-mbya </p>
-íkpe-	
<p> íle ìkù j'èelóonyekùghalùzò ógìíwùya </p>	<p> (HL) (HL) j'èe-lée-onye-kùgha-la-ùzò ó-gà-íwù-ya </p>
-cídì-	
<p> áàà ìkpù ónụ áàà ówùghìkàányìkpù- l̀óqonụ úgbuà </p>	<p> (L) áàà ó-wù-ghì-kà-ányì-kpù- lá-qonụ úgbu-à </p>

Basic Sentences

<u>Spelling</u>	<u>English</u>
-Ikpe-	
mkpuru	seed, minute (small)
mkpuru osisi	fruit
Ndu o ga iweta mkpuru osisi taa?	Is Ndu going to bring fruit today?
-Chidiadi-	
O kara si ya ga ibia taa. Onye manı ma o ganı mbia?	He said that he was going to come today. Who knows, however, whether he will come after all?
-Ikpe-	
ile	to look
iku	to knock, to ring
Je lee onye kugha n'uzo. O ga ibu ya.	Go see who is knocking at the door. That will be he.
-Chidi-	
ah	aha!
ikpu	to hold (in the mouth)
onu	mouth, expense
Ah, o bu gi ka anyi kpu n'onu ugbua.	Aha, we were just talking about you. ('It is you that we hold in the mouth right now.')

	-nd'ùwíishí-	(nd'ù-wú-íshí)
ùnuceresamágághíbyá		unu-cere-sí-amá-gá-ghí-byá
	-cídì-	
k'ámà		
ód'ù		
ínòód'ù		ínò-ód'ù
òdíghì kámàówíínòròód'ù		kámà-ó-wú-í-nòrò-ód'ù
	-nd'ù-	
ódímma òlééhũuunucòrízù		
	-cídì-	
ùb'é		
zùíanyíepelùub'é		zùí-anyí-ep'e-là-ub'é
	-nd'ù-	
wèrékííçòrò		wèré-kè-í-çòrò
	-cídì-	
ńgwà wèréeg'òghí		ńgwà wèré-eg'ò-ghí

The instructor and/or linguist should be satisfied that units 1 - 21 have been thoroughly reviewed and that the students have mastered all forms and structures presented to date before proceeding to the remainder of the course.

-Ndubuisi-

Unu cere si mu agagh

ibia?

Did you think that I wasn't

going to come?

-Chidi-

kama

odu

inọ odu

only that ---, but ---

long time

to stay a long time, to

stay late

Ọ dighi, kama ọ bu i nọrọ

odu.

No, but (it is) you stayed

a long time.

-Ndu-

Ọ di mma. Ole ihe unu

cọrọ izu?

O.K. What do you want to buy?

-Chidi-

ube

Zui anyị epe na ube.

African pear

Sell us oranges and pears.

-Ndu-

Were nke i cọrọ.

Take what you want.

-Chidi-

Ngwa, were ego gị.

O.K. Take your money.

<u>Pronunciation</u>	<u>Structure</u>
	-évànz-
mámámanèébeà	má-má-nì-ébe-à
	-bábà-
kèdú	
	-évànz-
íkpa	(L)
á-còr-q-m-íkpíishí	á-còr-q-m-íkpa-íshí
	-bábà-
óce	
nòdínoocé	nò-dí-n-océ
órùwèkweroónyqòzqléeceni	ó-ùwè-kwe-re-ónye-òzq-lá-
ó-j'èrìizùsìgaréèt'1	ece-ni ó-j'ère-ízù-
	sìgaréèt'1
	-évànz-
òdìmmà ágàmíicèni	
	-bábà-
-bèghí	
àsí/àshí	
rwóok'ò àhùbèghímghímbú	à-hù-bèghí-m-ghí-mbú ò-wù-
òwùmaasí	mu-así
	-évànz-
ècéghìmsííhùnammbú	è-cé-ghí-m-sí-í-hùna-m-mbú
áwùmoonyaamèrika	á-wù-m-nye-amèrika

Basic Sentences

<u>Spelling</u>	<u>English</u>
	-Evans-
Mma mma n1 ebe a!	The best to you here!
	-barber-
Kedu!	Hello!
	-Evans-
1kpa	to cut (hair)
A c̣ọq̣ m 1kpa 1sh1.	I want to have my hair cut.
	-barber-
oce	seat, chair
Ṇọḍịṇị oce.	Then be seated.
Onwekwere onye ̣ọẓọ la	There is (also) another person
ecen1. Ojere 1zu	who is waiting. He went to
cigarette.	buy cigarettes.
	-Evans-
̣ọ ḍị mma. Aga m 1cen1.	All right, I'll wait.
	-barber-
begh1	not yet
	falsehood, lie
Nwaoke ahubegh1 m g1 mbu,	Sir, I haven't seen you before,
̣ọ bu mu as1?	am I not right? ('Is it to
	me a falsehood?')
	-Evans-
Ecegh1 m s1 ihuna m mbu.	I don't think you've seen me
Abu m onye America.	before. I'm an American.

óhụ́/óhụ́

òbodo

ábyàramọ́hụ́nòobodáà

á-byàra-mụ́-óhụ́-nà-obodó-à

-bábà-

ónyaamérìka mm òléèmmị-

ónye-amérìka mm òléè-mme-ị-

ịbyàra

byàra

-évànz-

wíik'1

ónọ́nawíik'1abụ́

ó-nọ́na-wíik'1-abụ́

kéèmembyàra

kéème-m-byàra

-bábà-

íbì

(HL)

wíik'1abụ́ òléèkwanị-

wúk'1-abụ́ òléè-kwanị-

ngiíbi

nga-í-bì

-évànz-

họ́téèl(u)

zíik1

ébimnahọ́téèl1zíik1

é-bì-m-na-họ́téèl1-zíik1

-bábà-

àíshíí/àísíí

àíshíí.

qhuq

newly, new

obodo

town

Abiara m qhuq n'obodo a.

I came recently to this town.

-barber-

Onye America! Hm.

An American! Hmm.

Ole mgbe ibiara?

When did you come?

-Evans-

week

week

Q nqona week abuo keeme

It has been (passed) two

mbyara.

weeks since I came.

-barber-

ibi

to live, to reside

Week abuo! Ole kweni

Two weeks! And where then

nga ibi?

are you living?

-Evans-

hotel

hotel

Zik

Zik (Dr. Azikiwe, Gov.

General of Nigeria)

Ebi m na Hotel Zik.

I live in the Hotel Zik.

-barber-

I see

I see

I see.

I see.

Note 22.1 Adjective Clauses without separate subjects:

Compare these selections from the dialogues:

---áhyaádíanyíníihu	'---this market <u>which is ahead of us.</u> '
ìkeécíláabyaábya	'Do you mean the tomorrow <u>which is coming (a coming)?</u> '
---ébaaḥàányínòrqlíizùgàràága	'---that place we were in [the] week <u>which passed (a passing).</u> '
j'èelóonyekùghaluyzò	'Go see (person) <u>who is knocking at [the] door.</u> '
òṅwekweroónyòqòzòléecení	'There is also another person <u>who is waiting.</u> '

In these passages the underlined portions are clauses which modify the preceding noun but, unlike the adjective clauses discussed above in Note 12.3, these clauses do not have any noun or pronoun subject within them. Their antecedent is their subject.

Compare:

hỹémcòrò	'thing <u>I</u> want'
ónyecòròm	'person who wants me'

These modifying clauses may contain any form of the verb - the common ones being the simple form, the RA form, the progressive - iterative form with suffix -ghe/-gha, the future form with auxiliary ga and the form with auxiliary na/la for habitual or immediate future action.

In such clauses all verb forms occur with initial non-low tone. The word or phrase modified is in environment 3 and has the tone pattern which we noted in Note 7.1 for that environment - except that here all items modified have the tone pattern there found only in possessive compounds. These tone patterns are:

Class I	“	Class II	“ or “
Class III	“	Class IV	“

Note that all these forms end on non-low tone. The only exception occurs in the case of invariable nouns with final low tone. The modifying clause commences with non-low tone and the relationship between the modified and the modifier is regularly signaled by a down-step to a mid tone on the initial syllable of the modifying clause. This occurs regardless of the class of noun modified or of the tone class of verb in the modifying clause. The objects of all finite verb forms in modifying clauses (this excludes the infinitive and verbal noun after auxiliaries) have the tone pattern characteristic of environment 2 regardless of whether the verb form has a vowel suffix or not. Compare the following examples:

Class I noun plus class (H) verb (RA form):

ónyèṣúrúmmìf 'person who drank wine'

compare: ònyéṣúrúmmìf 'Who drank wine?'

Class III noun plus class (L) verb (RA form):

ṁmad'ùṇòròṅgáà 'man who stayed here'

Class IV noun plus class (HL) verb (Simple form):

ìtédìluuyò 'pot which is in the house'

Class II noun plus class (L) verb (Simple form):

ànnóbìlèezhí 'four who live in the
compound'

Class I noun plus class (HL) verb (Progressive form):

ónyekùghalúyò 'person knocking at the door'

Class III noun plus class (L) verb (Progressive form):

ṁmad'ùkògheedè 'man who is planting coco
yams'

Class II noun plus future with auxiliary ga:

àt̩óg̩ìg̩àahya 'three who are going to go to market'

Class IV noun plus form with auxiliary na/la:

únèf̩élaabyaahya 'bananas which are coming to market'

Examples of the tone patterns of noun objects in adjective clauses:

Class I ('')	ónyegàraahya	'person who went to market'
(tone pattern 2)		
	Compare: ònyégàraahya	'Who went to market?'
Class II ('')	ónyef̩ureezhi	'person who went outside'
(tone pattern 2)		
	Compare: ònyéf̩ureezhi	'Who went outside?'
Class III ('')	ónyelaayuuyò	'person who is returning to the house'
(tone pattern 1)		
	Compare: ònyélaayuuyò	'Who is returning to the house?'
Class IV ('')	ónyerèghiite	'person who is selling pots'
(tone pattern 1)		
	Compare: ònyérèghiite	'Who is selling pots?'

Further examples:

j̩ishiriik'e---	'yam which is hard'
án̩òk̩k̩l̩àac'ɥ̩c'q---	'chicken meat which is tasty'
ónyeamerikàbyárq̩h̩y̩ ¹ ---	'American who is newly come'
ák̩w̩kw̩f̩id̩ind'ù---	'vegetables which are green ('live')
mác̩s̩l̩áad'áh̩q̩n̩y̩ ¹ ---	'matches which are not expensive'

With the auxiliary la/na there is a contrastive pattern in which the auxiliary is high in tone followed by a mid tone on the

¹Note: These examples contain invariable nouns with final low tone hence the ('') pattern of this modification does not occur here.

initial syllable of the verbal noun. This phrase signifies habitual or customary action in contrast to the form with the mid tone on the auxiliary itself, which signifies present action.

Thus:

ónyelaábyaábya 'person who is coming'

ónyelaábyaábya 'person who comes'

In this connection recall these two basic sentences expressing habitual action.

hýémneéjaànúwùmmíngwò 'That which I customarily drink is raffia palm wine.'

òlóót'uununeéjaasí--- 'How do you (customarily) say---'

This variation is possible only in appropriate context and the student need not practice it but should be aware of its existence. When kè/ńkè introduces the clause, the mid tone occurs on ke rather than on the following verb form and the meaning is definite:

ónyekèshiríří 'the individual who cooked'

When the subject is one of a few nouns which is clearly plural - such as úmutàkírí 'children', kè is preceeded/or substituted by ńdí, with high tone followed by the verb form or ke with initial mid tone:

úmutàkíríndílaabyaskuùl 'the children who go to school'

or úmutàkíríndíkèlaabyaskuùl

Drill 22.1 Adjective Clauses without independent subjects:

Useful Words:

ùc'á	white, pure, clean, fresh
íc'ùùc'a (H)	to be white, clean, fresh
íc'áac'a (H)	to be ripe, to be clean(ed)
úkwuluukwu	gigantic, very large, enormous

Key Word

Pattern

	ázùrùm jí c'ághyùc'a	'I bought fresh yams.'
ínwé	énwéfem jí c'ághyùc'a	
yá	ónwéfe jí c'ághyùc'a	
ídìukwuluukwu	ónwéfe jí ùduukwuluukwu	'He has very large yams.'
úyò	ónwéfuuyò ùduukwuluukwu	
òdòkòrò	ónwéfuuyò dòdòkòrò	'He has lots of houses.'
írè	órèruuyò dòdòkòrò	
únèfe	órèruunèfè dòdòkòrò	
c'árac'a	órèruunèfè c'árac'a	'He sold ripe bananas.'
ányì	ányìrèruunèfè c'árac'a	
ígáahya	ányìrèruunèfè gáahya	'We sold bananas which sold fast.'

ínyé	ányìnyéřunèřégáraahya	
òkúkò	ányìnyéřòkúkògáraahya	'We gave chickens which sold fast.'
gììgà	ányìnyéřòkúkògììgàahya	'We gave chickens which will sell fast.'
ìcò	ányìcòròkúkògììgàahya	
òvu	ányìcòroovúgììgàahya	'We want a coucal which will sell fast.'
léekwuokwù	ányìcòroovúléekwuokwù	'We want a coucal which talks.'
há	ácòròhòovúléekwuokwù	
ìhù	áhùřùhòovúléekwuokwù	'They saw a coucal which talks.'
còrìrìřì	áhùřùhòovúcòrìrìřì	'They saw a coucal which wanted to eat.'

Drill 22.2 Modifying clauses with la/na:

Key Word

Pattern

	ónwèkweroónyeòzòlèece	
ìbyá	ónwèkweroónyeòzòlàabya	'There is also another person coming.'
ímmad'ù	ónwèkwereímmad'ùòzòlàabya	
ìfù	ónwèkwereímmad'ùòzòlàafù	'There is also another man who's coming out.'
òkúkò	ónwèkweròkúkòòzòlàafù	

	ónwèkwerqókúkò'òzòl ^á afù	
ínùmíří	ónwèkwerqókúkò'òzòl ^á anumíří	'There is also another chicken which is drinking water.'
gìínù	ónwèkwerqókúkò'òzògìínùmíří	
òdíghì	òdíghì'òkúkò'òzògìínùmíří	'It is not another chicken which is going to drink water.'
nwóok'ò	òdíghìnwóok'ò'òzògìínùmíří	
láaz ^y ahyá	òdíghìnwóok'ò'òzòl ^á az ^y ahyá	'There is no other man who shops.'
ònwéghì	ònwéghìnwóok'ò'òzòl ^á az ^y ahyá	
nwóok'ò	ònwéghìnwóok'òl ^á az ^y ahyá	'There is no man who shops.'
byáran ^g áà	ònwéghìnwóok'òbyáran ^g áà	
nwáànyí	ònwéghìnwáànyíbyáran ^g áà	'There is no woman who came here.'
nzùkò	ònwéghìnwáànyíbyáranzùkò	
ónwèře	ónwèřenwáànyíbyáranzùkò	'There's a woman who came to [the] meeting.'
ónye	ónwèřoónyeb ^y áranzùkò	
í'cò	ónwèřoónyecòr ^o nzùkò	'There's someone who wants [the] meeting [to be held at his house].'
ígáahyá	ónwèřoónyecòr ^o ígáahyá	'There's someone who wants to go to market.'

íhùghị

ónwèroónyecòrịíhùghị

'There's someone who wants to see you.'

Drill 22.3 Adjective Clauses following kè/ndị:

Key Word

Pattern

ácòròmoónyekèmaañanhÿé

'I want the person who is capable.'
('---who knows things.')

yá

ócòroónyekèmaañanhÿé

láazụahyá

ócòroónyekèlaazụahyá

'He wants the one who does marketing'

há

ácòròhòónyekèlaazụahyá

íshìřì

ácòròhòónyekèleeshìřì

'They want the individual who cooks.'

ányị

ányịcòroónyekèleeshìřì

léekuṭemířì

ányịcòroónyekèleekuṭemířì

'We want the person who fetches water.'

ṇwáànyị

ányịcòroṇwáànyịkèleekuṭemířì

'We want the woman who fetches water.'

láag'uakwụkwọ

ányịcòroṇwáànyịkèlaag'uakwụkwọ

'We want the woman who reads.'

úmuṭàkírì

ányịcòruúmuṭàkírìndịkèlaag'uakwụkwọ

'We want the children who read.'

únù	<u>ányìc</u> qruúmytākírindìkèlaag'uakwúkwò	'You want the children who read.'
ímù	únùc <u>qruúmytākírindìkèla</u> amùákwyúkwò	'You want the children who study.'
ínwé	únùnwéřyúmytākírindìkèla <u>amùákwyúkwò</u>	'You have children who study.'
ígàskuùl	<u>únùnwéřyúmytākírindìkèla</u> agaskuùl	'You have children who go to school.'
yá	ónwéřyúmytākírindìkèlaagaskuùl	
ṇwáṇwook'ò	<u>ónwéře</u> ṇwáṇwook'òkèlaagaskuùl	'He has a son who goes to school.'
há	éṇwéře <u>ḥ</u> ṇwáṇwook'òkèlaagaskuùl	
bílàléygòsɿ	éṇwéře <u>ḥ</u> ṇwáṇwook'òkébílàléygòsɿ	'They have a son who lives in Lagos.'
mù	éṇwéřemṇwáṇwook'òkébílàléygòsɿ	

PronunciationStructure

-bábà-

ìsìghìbìlahòtèèlìzììkì

-évànz-

éé

-bábà-

kéédìlaahyàngáà

ké-à-dì-la-ahya-ngá-à

-évànz-

éeni

ée-nì

-bábà-

m̀m̀ ìnágghìkwanì-
áfùtèézhìm̀m̀ ì-ná-ghì-kwanì-
áfùtá-ézhì

-évànz-

òtùtù

óò é-ṅwéřemòtùtùh̄yem-
nèeméóò é-ṅwéře-m̄-òtùtù-
h̄ye-m-nà-emé

-bábà-

óùezhìokwù

ó-wù-ezhì-okwu

-évànz-

m̀jìghéeg'òòle

m̀-ji-ghì-eg'ò-òle

Basic Sentences

<u>Spelling</u>	<u>English</u>
-barber-	
I s1 g1 b1 na Hotel Z1k?	Do you say you live in the Hotel Z1k?
-Evans-	
E.	Yes.
-barber-	
Nke a d1 n'ah1a ngaa?	This which is here in the market?
-Evans-	
En1	Yes, indeed.
-barber-	
Hm, 1 nagh kwani afuta ezi.	Hm, but you don't come out.
-Evans-	
	many, plenty
Oh, enwere m otutu ihe m na eme.	Oh, I have a lot of things I 'm doing.
-barber-	
O bu ezi okwu.	That's right.
-Evans-	
M j1 g1 eg'o ole?	How much do I owe you? (Do I hold (for) you money how much? ')

-bábà-

náĩ

ó'ụnaán'otùshíninánáĩ

ó-wụ-naán'-otù-shínì-na-náĩ

íméene

-évànz-

ndéèwó

- - - - -

-évànz-

ínwè'eta

ínwè (H) + -'eta

tàghzí

n'wám òléèbem'wè'íík'e-

n'wá-m òléè-ebe-m-n'wè're-

ínwè'etata'ghzí

ík'e-ínwè'eta-tàghzí

-ònyéwù-

ònyé-wù

páàk

j'èélàtaghzípaàk

j'èé-là-taghzí-paàk

ìg'ínwè'ta'ha'ngáa'ha

ì-ga-ínwè'ta-ha-ngá-a'ha

-évànz-

m'cerekwen'ngáà

m'-cere-kwen'-ngá-à

méè'n'wegh'íík'e-ínwè'ta-

mù-è'n'we-ghí-ík'e-ínwè'ta-

tàghzí

tàghzí

-ònyéwù-

áà í'wè'íík'ínwè'ta-

áà í'-n'wè're-ík'e-ínwè'ta-

tàghzí'ngáà

tàghzí-ngá-à

-barber-

nai	ninepence
O by nani otu shilling na	Its only one shilling and
nai.	ninepence.
Imeene.	Thank you.

-Evans-

Ndeewo.	Thank you.
---------	------------

- - - - -

-Evans-

inweta	to obtain, to get
taxi	taxi
Nwam! Ole ebe m nwere	My boy! Where can I get a
ike inweta taxi?	taxi?
-Onyewu-	'Who is' - proper name (male)
park	parking lot, staging area
Je na taxi park. I ga	Go to the taxi park. You'll
inweta ha nga aha.	get them there.

-Evans-

M cerekweni ngaa, mu	And if I wait here. I then
enwegh ike inweta	won't be able to get a
taxi?	taxi?

-Onyewu-

Ah, i nwere ike inweta	Yes, you can get a taxi here.
taxi ngaa.	

tútu	
kámàǒwùḡḡḡnòǒd'ù-	kámà-ǒ-wù-ḡ-gà-ḡnò-
tútughḡaḡḡotù	ǒd'ù-tútu-ghḡ-aḡḡ-otù
	-évànz-
ǒdḡghḡmḡgwàḡgwà	
áḡamḡice'	
	-ònyéwù-
mèénoòt'údḡghḡmma	mèé-nḡ-òt'ú-dḡ-ghḡ-mma

Note 23.1 bèghḡ - the negative of the perfect form

The form bèghḡ, 'not yet', with invariable low tones forms the negative of the perfect form. The example which has occurred in basic sentences is:

àḡḡbèghḡmḡmbù 'I haven't seen you before.'

With pronoun prefixes (which occur with low tone before negatives) the verb root is invariably high regardless of class:

ànǒbèghḡmḡgáaḡ 'I haven't stayed there.'

With noun subjects, ányḡ and únu, as in the other negatives, the vowel prefix of the verb is high. The root before -bèghḡ is invariably low:

ányaahùbèghḡ 'We haven't seen ---'

ámaakǒanǒbèghḡ 'Amako hasn't stayed ----'

tutu	before
Kama ọ bu ịga ịnọ ọdu	But (it is that) you will
tutu gị ahu otu.	stay a long time before
	you (then) see one.
-Evans-	
Ọ digh m ngwa ngwa.	I'm not in a hurry. I'm
Aga mu ịce.	going to wait.
-Onyewu-	
Meenị otu dị gị mma.	Do as you like. ('Do manner
	which is good to you.')

Summary of Tone Patterns of Negatives:

With pronominal prefixes (P.P.):

<p> $\grave{p}p + \acute{v}r + gh_1^1$---- (verb root) </p>	<p> Examples: $\grave{o}d_1gh_1^1$---- 'It isn't----' </p>
	<p> $\grave{o}n_1gh_1^1$---- 'He isn't at----' </p>
<p> $\grave{p}p + \acute{v}r + \tilde{h}a_1^1$---- </p>	<p> $\grave{o}ga\tilde{h}a$---- 'He didn't go----' </p>
	<p> $\grave{o}k_1\tilde{h}a$---- 'He didn't cultivate----' </p>
<p> $\grave{p}p + \acute{v}r + b\grave{e}gh_1$---- </p>	<p> $\grave{o}\tilde{h}_1\acute{y}b\grave{e}gh_1$---- 'He hasn't seen----' </p>
	<p> $\grave{o}b_1\acute{y}b\grave{e}gh_1$---- 'He hasn't lived----' </p>

¹Tone of the root of the infinitive form of the verb.

With noun (N) subjects:

N + á/é + vr¹ + ghí²----

ányaanòghí-----

'We are not at----'

únaadíghí-----

'You are not----'

N + á/é + vr¹ + ñhá²----

ámaakòagáñhá-----

'Amako didn't go----'

ńd'ùákòhà-----

'Ndu didn't cultivate----'

N + á/é + vr + bèghí-----

ńjókùegbùtèbeghí-----

'Njoku hasn't killed----'

ńdiábaayòbeghí-----

'The people of Aba haven't returned----'

Negative Imperative:

á/é + vr¹ + -le/-la

ágálaahya

'Don't go to market!'

ákòleédè

'Don't cultivate coco yams.'

N + á/é + vr¹ + -le/-la

únaagálaahya

'Don't you (pl.) go to market!'

ág'ụụabyáhulem

'Let hunger not come to me again!'

òzòeménem

'Let another not happen to me!'

¹Tone of the root of the infinitive form of the verb.

²The same tone as the preceding syllable.

Drill 23.1 Negative of the perfect with -bèghì:

Useful Word:

áfò year

Key Word

Pattern

	àhùbèghìmbù	'I haven't seen you before.'
ányì	ányìahùbèghìmbù	
íjù	ányìajùbèghìmbù	'We haven't asked you before.'
yá	ányìajùbèghìyambù	
íkwè	ányìekwèbèghìyambù	'We haven't allowed him before.'
t'áà	ányìekwèbèghìyat'áà	'We haven't permitted him today.'
íce	ányìecèbèghìyat'áà	'We haven't waited for him today.'
yá	òcébèghìyat'áà	
ívùtè	òvùtèbèghìyat'áà	'He hasn't brought it along today.'
kéemáahà	òvùtèbèghìyakéemáahà	'He hasn't brought it along since then.'
hà	èvùtèbèghìhìyakéemáahà	

	èvúṭèbeghiĩyakeèmaahà	
íbyá	àbyábèghihàkèèmaahà	'They haven't come since then.'
únù	únuabyàbeghiĩkèèmaahà	
ìpàṭṭòzò	únaapàṭabeghòzòkèèmaahà	'You haven't brought [one] along again since then.'
éci	únaapàṭabeghòzòkèèméeci	'You haven't brought [one] along again since yesterday.'
ghí	ìpàṭàbeghòzòkèèméeci	
ìgbàlì	ìgbàlìbeghòzòkèèméeci	'You haven't tried again since yesterday.'
yá	ògbàlìbeghòzòkèèméeci	
ínàṭa	ònáṭàbeghòzòkèèméeci	'He hasn't received another since yesterday.'
mù	ànáṭàbeghiĩmòzòkèèméeci	
áfàṭṭ'aa	ànáṭàbeghiĩmòzòkèèmaáfàṭṭ'aa	'I haven't received another for four years (today).'
hà	ànáṭàbeghiĩhàkèèmaáfàṭṭ'aa	'They haven't received [one] for four years (today).'
íj'èru	èj'érùbeghiĩhàkèèmaáfàṭṭ'aa	'They haven't arrived for four years.'

Note 23.2 The paraphrastic negative with òdíghị

A common way of expressing the negative of any finite verbal form in Igbo is through the use of òdíghị 'it isn't' plus a noun plus an adjective clause with independent subject. Thus the sentence:

ákòròmeéde 'I cultivated yams.'

may be negated in two ways:

1. àkòhàmeéde 'I didn't cultivate coco yams.'
2. òdíghèedèmkòrò 'It is not coco yams I cultivated.'

The literal English translation of sentence 2 above does not accurately reflect the Igbo. There is no implication that 'I cultivated something but what I cultivated was not coco yams'. Rather the two negative sentences are exactly equivalent - both meaning simply 'I didn't cultivate coco yams'.

Certain verb forms - notably the 'progressive-iterative' form with suffix -ghe/-gha are most commonly negated in this way. Thus:

òdíghèedèmkògha 'I'm not cultivating coco yams.'

is more common than:

àkòghàhàmeéde

with the same sense.

Drill 23.2 Negatives with òdíghị:

a)

Key Word	Pattern
	òdíghèedèmkòrò
ányị	òdíghèedèányịkòrò
ịvù	òdíghèedèányịvùrù
ịnyịmịrị	òdíghịmịrịányịnyịrù

ịbyàṅgáà	òdíghịmịfịanyịnụrụ
ịshìrị	òdíghịṅgáàanyịbyàrà
giìshì	òdíghịfịanyịshìrị
h́á	òdíghịfịagàh́iishì
ịgàahya	òdíghàahyaagàh́ịgà
ùnù	òdíghàahyuunugịgà
gàrà	òdíghàahyuunugàrà
ịcòrịzụ	òdíghàahyuunucòrịzụ
yá	òdíghàahyọcòrịzụ
àkwụkwọfị	òdíghàakwụkwọfịcòrịzụ
iwèta	òdíghàakwụkwọfịcòrịiwèta

b)

Key Word	Pattern
	òdíghèedémkògha
ivù	òdíghèedémvùgha
anyị	òdíghèedéanyivùgha
ishì	òdíghèedéanyịshìghe
ùnèrè	òdíghùunèŕáanyịshìghe
izụ	òdíghùunèŕáanyịzùgha
yá	òdíghùunèŕọzùgha
ìghè	òdíghùunèŕọghèghe
h́á	òdíghùunèŕéeghègheh́a
iwèta	òdíghùunèŕéewètaghah́a

Drill 23.3 Review Drills on Negatives:

Transformation Drill: Using the patterns and key words given construct positive questions and both affirmative and negative statements:

a) Negatives with -ghɪ

Key Word	Question	Affirmative Statement	Negative Statement
	ìcòrɪ́íḡáahya	ácòròmɪ́íḡáahya	àcòghɪ́mɪ́íḡáahya
ìzù	ìcòrɪ́ízùahya	ácòròmɪ́ízùahya	àcòghɪ́mɪ́ízùahya
yá	òcòrɪ́ízùahya	òcòrɪ́ízùahya	òcòghɪ́ízùahya
ánwùřu	òcòrɪ́ízùánwùřu	òcòrɪ́ízùánwùřu	òcòghɪ́ízùánwùřu
ìbilòobodo	òcòrɪ́ìbilòobodo	òcòrɪ́ìbilòobodo	òcòghɪ́ìbilòobodo
ùnù	ùnucorɪ́ìbilòobodo	ùnucorɪ́ìbilòobodo	ùnaacòghɪ́ìbilòobodo
ányì	ànyìcorɪ́ìbilòobodo	ànyìcòrɪ́ìbilòobodo	ànyaacòghɪ́ìbilòobodo
ìḡììbì	ànyìḡììbilòobodo	ànyìḡììbilòobodo	ànyaagàghɪ́ìbilòobodo
ífù	ànyìḡìífùloobodo	ànyìḡìífùloobodo	ànyaagàghɪ́ífùloobodo
hã	àḡãñìífùloobodo	àḡãñìífùloobodo	àḡãghɪ́ñìífùloobodo
èzhí	àḡãñìífùezhí	àḡãñìífùezhí	àḡãghɪ́ñìífùezhí
ìháfù	àḡãñììháfùezhí	àḡãñììháfùezhí	àḡãghɪ́ñììháfùezhí
ìzùtámířì	àḡãñìízùtámířì	àḡãñìízùtámířì	àḡãghɪ́ñìízùtámířì
ìnáazùtámířì	ànáñaaazùtámířì	ànáñaaazùtámířì	ànághɪ́ñhàazùtámířì
ìláuuyò	ànáñaalúuyò	ànáñaalúuyò	ànághɪ́ñhàalúuyò

b) Negatives with -ña

Key Word	Question	Affirmative Statement	Negative Statement
	<u>m</u> garaáhya	<u>á</u> gàramaáhya	<u>à</u> gáñamaáhya
íbyá	<u>m</u> byaraáhya	<u>á</u> byàramaáhya	<u>à</u> byáñamaáhya
ízù	<u>m</u> zúraáhya	<u>á</u> zùrúmaáhya	<u>à</u> zùñamaáhya
ányì	<u>à</u> nyìzúraáhya	<u>á</u> nyìzúraáhya	<u>à</u> nyìazùñaahya
ìnònáahya	<u>à</u> nyìnòrònáahya	<u>á</u> nyìnòrònáahya	<u>à</u> nyìanòñanáahya
ùnù	<u>ùn</u> unòrònáahya	<u>ún</u> unòrònáahya	<u>ú</u> naanòñanáahya
úyò	<u>ùn</u> unòrònúuyò	<u>ún</u> unòrònúuyò	<u>ú</u> uanòñanúuyò
ízúkò	<u>ùn</u> uzukòròlúuyò	<u>ún</u> ùzukòròlúuyò	<u>ún</u> uezúkòñanúuyò
hã	<u>è</u> zukòròñanúuyò	<u>é</u> zukòròñanúuyò	<u>è</u> zúkòñañanúuyò
íbyáhu	<u>à</u> byahuruñanúuyò	<u>á</u> byáhuruñanúuyò	<u>à</u> byáhùñañanúuyò
yá	<u>ò</u> byahurulúuyò	<u>ó</u> byáhurulúuyò	<u>ò</u> byáhùñaluuyò
íj'èru	<u>ò</u> j'èrurulúuyò	<u>ó</u> j'èrurulúuyò	<u>ò</u> j'èrùñaluuyò
ányì	<u>à</u> nyìj'èrurulúuyò	<u>á</u> nyìj'èruruhúuyò	<u>à</u> nye j'èrùñaluuyò
íb'à	<u>à</u> nyìb'aralúuyò	<u>á</u> nyìb'aralúuyò	<u>à</u> nyìab'àñalúuyò

c) Negatives with -bèghi

Key Word	Question	Affirmative Statement	Negative Statement
	<u>m̩j'ée</u> l̩y̩m̩u̩áh̩yà	é̩j'éel̩e̩m̩y̩m̩u̩áh̩yà	è̩j'éebègh̩m̩y̩m̩u̩áh̩yà
íga	<u>m̩gáa</u> l̩y̩m̩u̩áh̩yà	á̩gáal̩a̩m̩y̩m̩u̩áh̩yà	à̩gábègh̩m̩y̩m̩u̩áh̩yà
únù	ún̩u <u>agáa</u> l̩u̩m̩u̩áh̩yà	ún̩a <u>agáa</u> l̩y̩m̩u̩áh̩yà	ún̩a <u>agábègh̩</u> l̩m̩u̩áh̩yà
ínò	ún̩u <u>anò</u> q̩n̩y̩m̩u̩áh̩yà	ún̩a <u>anò</u> q̩n̩y̩m̩u̩áh̩yà	ún̩a <u>anòbègh̩</u> l̩m̩u̩áh̩yà
kàlabá	ún̩u <u>anò</u> q̩n̩a̩kàlabá	ún̩a <u>anò</u> q̩n̩a̩kàlabá	ún̩a <u>anòbègh̩</u> kàlabá
íbì	ún̩u <u>ebíe</u> l̩e̩kàlabá	ún̩è <u>ebíe</u> l̩e̩kàlabá	ún̩è <u>ebìbègh̩</u> kàlabá
yá	ò <u>bíe</u> l̩e̩kàlabá	ó <u>bíe</u> l̩e̩kàlabá	ò <u>bìbègh̩</u> kàlabá
írù	ò <u>rúo</u> l̩e̩kàlabá	ó <u>rúo</u> l̩e̩kàlabá	ò <u>rúbègh̩</u> kàlabá
ígw̩m̩ířì	ò̩gw̩ <u>ó</u> l̩e̩m̩ířì	ó̩gw̩ <u>ó</u> l̩e̩m̩ířì	ò̩gw̩ <u>úbègh̩</u> m̩ířì
h̩á	è̩gw̩ <u>ó</u> l̩e̩h̩à̩m̩ířì	é̩gw̩ <u>ó</u> l̩e̩h̩à̩m̩ířì	è̩gw̩ <u>úbègh̩</u> h̩à̩m̩ířì
ígb̩t̩e̩a̩ž̩ù	è̩gb̩t̩e̩e̩l̩e̩h̩à̩a̩ž̩ù	é̩gb̩t̩e̩e̩l̩e̩h̩à̩a̩ž̩ù	è̩gb̩t̩e̩bègh̩h̩à̩a̩ž̩ù
írì	è̩r̩e̩l̩e̩h̩à̩a̩ž̩ù	é̩r̩e̩l̩e̩h̩à̩a̩ž̩ù	è̩r̩ìbègh̩h̩à̩a̩ž̩ù
íròofe	à̩r̩à̩a̩l̩a̩h̩ò̩ófe	á̩r̩à̩a̩l̩a̩h̩ò̩ófe	à̩r̩ábègh̩h̩ò̩ófe
gh̩í	ì̩r̩à̩a̩l̩o̩ofe	í̩r̩à̩a̩l̩o̩ofe	ì̩r̩ábègh̩o̩ófe
ígw̩í̩yookwu	ì̩gw̩á̩a̩l̩í̩yá̩okwu	í̩gw̩á̩a̩l̩í̩yó̩okwu	ì̩gw̩ábègh̩í̩yó̩okwu
í̩j̩úç 'aya	ì̩j̩úç 'a̩a̩l̩í̩yá	í̩j̩úç 'a̩a̩l̩í̩yá	ì̩j̩úç 'a̩bègh̩í̩yá
yá	ò̩j̩úç 'a̩a̩l̩í̩yá	ó̩j̩úç 'a̩a̩l̩í̩yá	ò̩j̩úç 'a̩bègh̩í̩yá
ì̩kp̩áyay̩h̩wà	ò̩kp̩á̩a̩l̩í̩y̩y̩h̩wà	ó̩kp̩á̩a̩l̩í̩y̩y̩h̩wà	ò̩kp̩ábègh̩í̩y̩y̩h̩wà

d) Negative Imperative

Useful Words:

ájùjú question

íshìashì to lie

Key Word	Pattern	
	ámaakò <u>ágálaahya</u>	'Amako, don't go to market.'
ínúsìgaréètí	ámaakò <u>ánúnasìgaréèt</u>	'Amako, don't smoke cigarettes.'
ípíìvu	ámaakò <u>ápáììvu</u>	'Amako, don't carry [a] load.'
ívùteepe	<u>ámaakò</u> évùteeleepe	'Amako, don't carry along oranges.'
únù	únè <u>évùteeleepe</u>	'Don't (you [pl.]) carry along oranges.'
íshìashì	únà <u>áshìlaashì</u>	'Don't lie.'
ínèeg'ò	únà <u>ánàneeg'ò</u>	'Don't grab money.'
íjùá jùjú	únà <u>á jùlaa jùjú</u>	'Don't ask questions.'
ghí	<u>á jùlaa jùjú</u>	'Don't (you [sg.]) ask questions.'
íciya	<u>écéliya</u>	'Don't wait for her.'
írúunèfè	áráluunèfè	'Don't eat ('lick') bananas.'

<u>Pronunciation</u>	<u>Structure</u>
-o/-e	(suffix to a call)
ndéewónèébeáo	ndéewó- (u) nù-ébe-á-o
òwóonye	òny-òhá-
òwùm	-nǝǝk'ù-
ìb'àta	(L)
b'atáwanì ìbyála	-òny-òhá-
éé ìdìkwamámá	-nǝǝk'ù-
éé ádìmmámá byàní-	-òny-òhá-
nòdúocé	
pápá	
ònyewù	
nnóonyewù	nná-onyewù
pápá nnóonyewáabyála	pápá nná-onyewù-abyála
ásìmyanòdúálalímuuyò	á-sì-m-ya-nòdú-àla-lá-me-uyò
ényiá	-ámaakò-
ényiá ìbyála	ényi-á

Basic Sentences

<u>Spelling</u>	<u>English</u>
-Njoku-	hey!
Ndewo nu ebe a o!	Greetings to you here!
-Onuoha-	(proper name - male)
Ọ bu onye?	Who is it?
-Njoku-	
Ọ bu m.	It is I.
-Onuoha-	
ibata	to come in
Batawani. Ibyala?	Come in then. Welcome!
-Njoku-	
E, idikwa nma?	Yes, and are you well?
-Onuoha-	
E, adi m nma. Byani,	Yes, I'm well. Come then
nọdu oce.	(and) sit down.
papa	dad
Onyewu	proper name - male
nna Onyewu	Onyewu's father
Papa, nna Onyewu abiala.	Dad, Onyewu's father has
Asi m ya nọdu ala	come. I told him to sit
n'ime ulo.	down inside the house.
-Amako-	
enyi a	friend, comrade (familiar)
Enyi a. Ibyala?	Welcome friend.

-n̄jók'ù-

éé ényìm̄wook'ò ìyóla

-ámaakò-

íj'è

n̄nókò

éé íj'èmgàrannókòòt'uóma

éé íj'è-m-gàra-nnókò-òt'u-óma

-n̄jók'ù-

òléém̄m̄ìyòrò

-ámaakò-

áyòròmaabalìíṣótaà

á-yòrò-m̄-abalì-ìṣó-taà

-n̄jók'ù-

ìkpòkwaṇwáànyìghìyò

ì-kpò-kwa-ṇwáànyì-ghì-yò

-ámaakò-

éeni ákpòm̄iyayó

á-kpò-m̄-ya-yó

-n̄jók'ù-

òlókòt'und̄iamerikadì

òléé-ot'u-nd̄i-amèriká-dì

-ámaakò-

ádìc'añm̄m̄á

á-dì-c'a-ñm̄m̄á

-Njoku-

E enyi m nwaoke, iyola?

Yes, my (male) friend,
welcome back.

-Amako-

ije

trip

nnogo

very, extremely, indeed,
at all, all the way
to---

E, ijem gara nnogo otu
oma.

Yes, my trip went extremely
well.

-Njoku-

Ole mgbe i yoro?

When did you return?

-Amako-

Ayoro m abali iso taa.

I returned five days ago
today.

-Njoku-

I kpo kwa nwanyi gi yo?

Did you bring your wife back
with you? ('You?
accompanied by your wife
(and) return')

-Amako-

Eni, akpo m ya yo.

Certainly I brought her.

-Njoku-

Ole otu ndi America di?

How are the American people?

-Amako-

Adica ha nma.

They're entirely well.

	-n̄jók'ù-	
h̄amekwereghiot'uóma		h̄à-me-kwe-re-ghì-ot'u-óma
	-ámaakò-	
-zɪ/-zhɪ		(adverbial suffix)
ímèžhɪ		ímè-žhɪ (HL)
ée éméžhɪřihāmoot'uóma		ée é-mèžhɪřì-hā-mụ-ot'u-óma
	-n̄jók'ù-	
ùbòcɪ		
ágamɪɪbyùbòcɪjò		á-gà-mụ-ɪbyà-ubòcɪ-jò
gáákòròmót'uɪjìgáá		gɪ-àkòr-m-ot'u-ɪjì-gáá
	-ámaakò-	
òdìmmà làwánɪ		

Note 24.1 Reported Speech

yáyò sɪamàajúc'aalụmụ 'When he returns, say [that] I
have asked after them.'

This sentence illustrates the fact that some of the subject and object pronouns in reported speech may have forms different from those in direct address.

The forms of subject pronouns in reported speech are:

Singular

1st person àm (before consonants) ámụ (before vowels)

-Njoku-

Ha mekwere gi otu oma?

And did they treat you well?

-Amako-

-zi

(action) well done

imezi

to act properly, to
prepare, to repair

E, emeziri ha m otu oma.

Yes, they treated me well.

-Njoku-

ubochi

day

Aga m ibia ubochi ozo,

I'm going to come another

gi akporo m otu iji

day so I can hear (you can

gaa.

narrate to me) how you went.

('manner you used and went')

-Amako-

Odi nma. Lawani!

O.K. Goodbye.

2nd person

ághì

3rd person

ó-/ó- (he (etc.), another person)

áyà (he, himself)

óhò (he, person previously mentioned)

Impersonal

á/é

Plural

1st person

ányì

2nd person

únù

3rd person á/é---hà (they, in general)

áhà (they, inclusive of speaker)

ùmù (they, exclusive of speaker)

Clearly two of these third person forms, áyà and áhà, only occur when the speaker is third person:

ósìayàgaraáhya 'He said [that] he, himself, went to market.'

ósìáhàjaagúmmìĩkwù 'He said [that] they (including himself) customarily drink palm wine.'

Other 3rd person forms occur with 2nd or 3rd persons as speaker:

ísìohòneegwúmìĩ 'You (sg.) said [that] he (the man we're talking about) is about to go swimming.'

únùsìumàazaáluuyò 'You (pl.) said [that] they had swept the house.'

These forms do not occur with first person as subject.

The forms of object pronouns in reported speech are like the general object forms of pronouns except for the third person:

Singular

1st person m̄
2nd person ghí
3rd person yá (he (etc.) himself)

h̄ó (he, someone else, or the 3rd person under discussion)

Plural

1st person ànyí
2nd person únù
3rd person h̄á ('they' inclusive of speaker)

úmu ('they' exclusive of speaker, or the people under discussion)

The monosyllables above are, of course, mid toned after high tone (see Note 7.1).

In these forms there are two sets of 3rd person forms. If the speaker is third person these are inclusive and exclusive of the speaker:

ósìam̀giínyèf̃i yaaka	'He said [that] I was going to give him (himself) a hand.'
ósìam̀giínyèf̃e h̃oaka	'He said [that] I was going to help him (someone else).'
ósìaghìgiínyèf̃e h̃aaka	'He said [that] you were going to help them (including himself).'
ósìaghìgiínyèf̃u ũm̃uaka	'He said [that] you were going to help them (excluding himself).'

If the speaker is first or second person or impersonal, the forms yá and h̃a or the specific forms h̃o 'him (about whom we were speaking)' and úmu 'them (about whom we were speaking)' occur:

ásìanyìkelereh̃o/yá	'It is said [that] we greeted him.'
ányìsìanyìgiiz̃ũt̃u ũm̃u/h̃a	'We said [that] we were going to meet them.'

Drill 24.1 Reported Speech

a)

Key Word

Pattern

	síamàa júc 'aalaghì	'Say [that] I have finished asking you/asking after you.'
yá	síòh̃òò júc 'aalaghì	'Say that he (of whom we spoke) has asked after you.'
h̃á	síòh̃òò júc 'aaluyumù	'Say that he (of whom we spoke) has asked about them.'
íkèlè	síòh̃èékèléluyumù	'Say that he has greeted them.'
ányì	síanyèékèléluyumù	'Say that we have greeted them.'
yá	síanyèékèléleh̃ò	'Say that we have greeted her.'
yá	síòh̃òókèléléh̃ò	'Say that he (of whom we spoke) has greeted him.'
mù	síamèékèléléh̃ò	'Say that I have greeted him.'
giízùtè	síamgiízùtèh̃ò	'Say that I'm going to meet him.'
únù	síamgiízùtuúnù	'Say that I'm going to meet you.'
á (Impersonal)	síagiízùtuúnù	'Say that you will be met.'

b)

Key Word

Pattern

ó síamgaraáhya 'He said I went to market.'

ghí	ósiaghìgaraáhya	'He said you went to market.'
ògwá	ósiaghìgaroògwá	'He says you went to Ogwá.'
á (Impersonal)	ásiaghìgaroògwá	'It is said you went to Ogwá.'
ìvùjì	ásiaghìvùrùjì	'It is said you uprooted yams.'
yá	ásiòhòvùrùjì	'It is said he (of whom we spoke) dug up yams.'
yá	ósiòhòvùrùjì	'He said that he (of whom we spoke) dug up yams.'
yá (he, himself)	ósiayàvùrùjì	'He said that he, himself, dug up yams.'
ìñùmmíĩ	ósiayàñùrùmmíĩ	'He said that he, himself, drank wine.'
ányì	ósiányìñùrùmmíĩ	'He said we drank wine.'
gìíñù	ósiányìgìíñùmmíĩ	'He says we're going to drink wine.'
ányì	ányìsìányìgìíñùmmíĩ	'We said we were going to drink wine.'

<u>Pronunciation</u>	<u>Structure</u>
	-évànz-
òlìà	
ényím òlìà	
	-ámaakò-
òdìmmà ìwóonye	
	-évànz-
áwụmoonyaamèrìka	á-wụ-mụ-onye-amèrìka
	-ámaakò-
léezhị	lá-ezhị
mm ìwóonyaamèrìkaléezhị	mm ì-wụ-onye-amèrìka-lá-ezhị
áhwà	
áhwàghoq̣wụkwanịgiri	áhwà-ghị-q̣-wụ-kwanị-giri
	-évànz-
áhwàm̄wụevànz	áhwà-m̄-wụ-evàns
áhwàkeghíkweni	áhwà-ke-ghí-kweni
	-ámaakò-
áhwàm̄wụamaakò	áhwà-m̄-wụ-amaakò
ìbyánina	ìbyánina
ùgbọ	
élu	
ùgbọelù	ùgbọ + élu
ìshílụùgbọelùàd'áraugbuà-	ì-shí-la-ùgbọ-elù-à-d'ára-
fụtá	ugbuà-fụtá

Basic Sentences

<u>Spelling</u>	<u>English</u>
	-Evans-
o ₁ lia	how? (are you)
Enyim, o ₁ lia?	How are you my friend?
	-Amako-
O ₁ di nma, ibu onye?	Fine, who are you [sir]?
	-Evans-
Abu m onye America.	I 'm an American.
	-Amako-
n'ez ₁	in truth
Hm. I bu onye America	Hm. Are you really an
n'ez ₁ ?	American?
aha	name
Aha g ₁ , o ₁ bu kwani gini?	And what then is your name?
	-Evans-
Aham bu Evans.	My name is Evans.
Aha nke g ₁ kweni?	And (what is) your name?
	-Amako-
Aham bu Amako.	My name is Amako.
Ibianina?	Welcome!
ugbo	powered vehicle
elu	sky, top, above, height
ugbo elu	airplane
I si n'ugbo elu a dara	Did you get out of this air-
ugbu a futa?	plane which landed just now?

	-évanz-	
éé		
	-ámaakò-	
láanìghì/náanìghì		ná-anì-ghì
ìkwù		(H)
òwùgìlaanìghìkwùbya		ò-wù-gì-la-anì-ghì-kwu-bya
	-évanz-	
éé náanìmbyàra		
	-ámaakò-	
ìbyarìířùǒřù		
	-évanz-	
éé ábyàramìířùǒřù		
	-ámaakò-	
òléèngìířù		òléè-ngà-ířà-ířù
	-évanz-	
kónsùléèt(1)		
ágàmìířùnàkónsùléètiányì		á-gà-mù-ířù-nà-kónsùléèti- ányì
	-ámaakò-	
ígaru		ígà + írù (HL + H)

-Evans-

E.

Yes.

-Amako-

n'ani gi

by yourself, alone

ikwu

to accompany

O bu gi n'ani gi kwu bia?

Did you come alone? ('Is it
you accompanied by yourself
only come?')

-Evans-

E, n'ani m biara.

Yes, I came alone.

-Amako-

I biara ilu olu?

Did you come to work?

-Evans-

E, abiara m ilu olu.

Yes, I came to work.

-Amako-

Ole nga iga ilu?

Where are you going to work?

-Evans-

consulate

consulate

Aga m ilu na consulate
any₁.

I'm going to work in our
Consulate.

-Amako-

igaru

to get to, to go to and
arrive

ìmáṣanoòt 'uí jìagáruṅgíí-
j'è

ì-máṣana-òt 'u-í jì-agáru-ṅga-
í-j'è

-évànz-

òdíghì mòòṅwèřeńdíbyára-
ízùtem

ò-díghì ma-ó-ṅwèře-ńdí-byára-
ízùte-m

-ámaakò-

ńdíowù
ìh̃ỹnandíowù

ńdí-ò-wù
ìh̃ỹna-ńdí-ò-wù

-évànz-

ée áh̃ỹnamh̃a

-ámaakò-

-kṽ'ù

adverbial suffix for
attainment or
accompaniment
(HL +)

ígákṽ'ùřu

òdímmá byàagákṽ'ùřúh̃a

-évànz-

òwéezhiokwù

I marana otu 1j1 agaru
nga 1je?

Do you know ('Have you come
to realize') how ('means
you use') to get to [the]
place you're going?

-Evans-

Odighi. Ma onwere ndi
biara izute m.

No, there are people who
came to meet me.

-Amako-

ndi o bu
I huna ndi o bu?

people it is - the people
Have you seen these people?

-Evans-

E, ahula m ha.

Yes, I've seen them.

-Amako-

-kwu

-catch up with

igakwu

to join, to meet with,
to go and be with

Odi nma. Bia agakwuru
ha.

Fine. Come and join them.

-Evans-

O wu ezi okwu.

You're right ('It is (a)
true word').

-ámaakò-

gàánoot'ùoma ìnuna

-évànz-

ée íméene

Narrative

New Words:

úrò	play	lákwa	and also
ìkpùúrò (HL)	to jest, to kid	ná/lá	that
íghà (HL)	to tell a lie	íbid'o (H)	to begin
ùghá	falsehood	ṅkàṭá	conversation

Pronunciation

óṅwèròótúónyebèkéémhūrūt'áà
 lèéepòt'ù máájuyyoonyoowù #
 yásiyàwóonyaamerikà # mámbù
 écèremsoókpaghuurò mòókwanì
 sooghàghuughá # líihikeè
 méèwèréjuyyáahwìyá làkwanhỹoobyàríímé-
 làaláà # óg'òógwàràmsiyàwùevànz
 nìyàbyàkwaniřlìřùòřuneembásihá
 méèkwerenhỹoókàrà #

-Amako-

Gani otu oma, inuna?

Farewell then, you hear?

('Go along then, have you
heard?')

-Evans-

E, imeene.

(Yes) Thanks.

ìkpànkàtá (HL)	to converse	íwèzùgha (L +)	to take aside
ìgbád'á (H + L)	to go down	éwezùghá	if taken aside, but for---
̀mgbád'á	down, down- town	òhere	chance, opportunity
ídùj'e (HL + HL)	to escort	ílèta (HL +)	to visit

Spelling

Translation

O nwere otu onye bekee m huru
taa n'airport. Mu ajuo ya
onye o bu. Ya si ya bu onye
Amerika. Mgbe mbu, ecere m
si o kpagha uru, ma o bu kwani
si o ghagha ugha. N'ihu kee,
mu ewere juo ya aha ya, na kwa
ihe o biara ime n'ala a. Oge
o gwaram si ya bu Evans na ya
biakwaniri iru olu n'embassy
ha, mu ekwere ihe o kara.

There was a white man I saw today
at the airport. I (then) asked
him who he was. He said he was
an American. At first I thought
he was kidding or telling a lie.
On account of this I (then) (took
and) asked him his name and also
what he had come to do in this
land. When he told me that he
was 'Evans', that he had come to
work in their Embassy I believed

síteṅgáahà ányèebíd'okpawankàtá #
 líimeṅkàtáanyị máaghọtasoogìibilàzìik-
 họtéèlu kéédìlaak'ùk'ụyọọfàanyị
 lámgbád'àléygòsị # ágàaramíinyèfíyaakà
 líidùj'íyàngoój'è éwezùghá lóòsòonwèfè-
 ndígìbyìzùtíyá # óg'émṅwèroohere-
 líizùà ágàmíj'èletíyá lóofìsíyá #

Site nga aha, anyị ebido kpawa nkata. N'ime nkata anyị, mụ aghota sị ọ ga ibi na Zik Hotel, nkea di n'akuku ulọ ọlu anyị na mgbada Legos. Agaara m inyere ya aka, n'iduje ya nga o je, ewezugha na ọ sị o nwere ndi ga ibia zuta ya. Oge m nwere ohere n'izu a, aga m ije leta ya n'ofis ya.

what he said. From that [time on] we began to (start to) converse. In our conversation, I discovered that he was going to live at the Zik Hotel, the one which is beside our place of work in downtown Lagos. I was going to help him in conducting him where he was going, except that he said there were people going to come to meet him. When I have a chance this week I'm going to go call on him at his office.

<u>Pronunciation</u>		<u>Structure</u>
	-évànz-	
ńgwuuyò		ńgwa-uyò
mòndè		
ágàmíí'gá j'í zù'ngwuuyò-		á-gà-mụ-í'gá j'e-í zù'-ngwa-uyò-
lámòndè ¹		là-mòndè
	-nd'ụ-	
òlòót'u í j'í zù'ngwuuyò-		òléé-ot'u-í- j'í zù'-
ò jọ		ngwa-uyò-ò jọ
ndí k'í zù'kwani'f'í n'ó'qwa-		ndí-kè-í-zù'kwani'f'í-ná-qwa-
gàra'aga		gàra-àga
	-évànz-	
óh'ĩ		
ńdooh'ĩ		ndí-o'hyi
í z'uoh'ĩ		(H)
í z'u'ru		(H)
ósh'ìè		(adj.)
ímàs'índooh'ĩbyàra		í-mà-s'í-ndí-o'hi-byàra
zú'ru'ndí k'òósh'ìè'm		zú'ru-ndí-kè-o'shiè-m
	-nd'ụ-	
íw'ùd'í		íw'ù + íd'í
ów'ùd'íleezh'í		ó-w'ùd'í-la-ezh'í

Basic Sentences

<u>Spelling</u>	<u>English</u>
-Evans-	
ngwa ulọ	house furnishings
Monday	Monday
Aga m igaje izu ngwa ulọ na Monday.	I'm going to go and buy furniture on Monday.
-Ndu-	
Ole otu 1j1 jee izu ngwa uyo ọzọ?	How come you're going to buy other furniture? ('What means you use and go to buy other house furnishings?')
Ndi nke izukwaniri n'ọnwa gara aga?	And those which you bought (in) last month.
-Evans-	
oh1	theft
ndi oh1	thieves
izu oh1	to steal
izuru	to steal for (oneself) and take away
osie	old
Ima si ndi oh1 biara, zuru zuru ndi nke osie m.	You know that thieves came and stole my old ones.
-Ndu-	
1budi	to really be
Obudi n'ez1.	That's quite true.

ómèřém

ó-mèře-m

áṙọ

ómèřém sòṙwụlaarọ

ó-mèře-m-sì-ọ-wụ-la-arọ

shòṙp(ụ)

òlèé kweni shòṙpụkị còrịí-
j'è

òlèé-kweni-shòṙpụ-ka-í-
còrọ-íj'è

-évànz-

kínswèè

ácòromíj'èkínswèè

-nd'ù-

áà kínswèèwụkwaṅgị-
làazụnhýè

áà kínswèè-wụkwa-ṅga-í-
là-azụ-nhýè

í-mà-ghị-sì-nhýèhàjàád'á-
ọnụ

í-mà-ghị-sì-nhýèhà-jè-ád'á-
ọnụ

-évànz-

hýí-gíkwùwụmàngíhù-
nhýemcòrịzùngáahà

hýé-í-ga-íkwù-wụ-mà-m-ga-
íhù-nhýe-m-còrọ-ízù-ṅgá-
ahà

o mere m

it seems to me ('it
happens to me')

arọ

dream

O mere m ka² ọbu n'arọ.

It seems like a dream. ('It
happens to me that it was
in a dream.')

shop

shop, store

Ole kweni shop ka i cọrọ
ije?

Well, which store would you
like to go to.

-Evans-

Kingsway

Kingsway (a department
store)

Acọrọ m ije Kingsway.

I want to go to Kingsway.

-Ndu-

Ah, Kingsway bukwa nga
i la azu ihe.

Aha, so Kingsway is where you
buy things. ('Kingsway is
then place you buy things.')

I maghi si ihe ha je ada
ọnu?

Don't you know that their
things are expensive?

-Evans-

Ihe i ga ikwu bu ma m
ga ihu ihe m cọrọ izu
nga aha.

What you should ask is whether
I'll find what I want to
buy there. ('Thing you will
say is whether I'm going to
see things I want to buy
there.')

-Ndu-

Ole oge 1j1 aga?

When are you going?

-Evans-

Aga m 1ga n'ututu.

I'm going to go in the morning.

-Ndu-

Qd1 mma, eny1 m. Gwakwa
m mgbe 1 gawa.

Fine, my friend. And tell
me when you start to go.

úrù

gain, benefit

ìb'ùúrù (ìb'à + úrù) (L)

to be beneficial

Spelling

Translation

A gara m Kingsway eci n'ile,
j'e izu ngwa uyo, n'ihina
ndi oh1 zuuru ndi ke m nwere
enwe. Mgbe m ruru ngaaha,
mụ ahu otu nwatakiri reghere
ha ahia. (Mu ewee)¹ si ya
nyerem aka la ihota ngwa uyo
mara nma. Nwata ke aha ama-

I went to Kingsway yesterday to
buy house furnishings because
thieves had stolen those I had.
When I got there I saw a youth
who was selling for them. I told
him to give me a hand in choosing
good house furnishings. That boy
knew what he was doing

lìihìlaáṭṭùómáaṣam b'áferuúraab'áfè #
lìihìyá ànóhàmoód'ù líizùṭac'anh̄yeníllem-
còro #

rana ihe o meghe n'iihina atu
o maaram bafere uru abafe.
N'ih1 ya a nọ ha mu odu la
izucha ihe n'ile m cọrọ.

because the advice he gave me was
very helpful. Because of it I
didn't spend a long time in
finishing purchasing everything
I wanted.

¹In speech a sentence may commence with siyá but in written material the form meewée 'I then took----' with the significance of and I is used.

<u>Pronunciation</u>		<u>Structure</u>
	-A-	
éj'émĩĩhũenyĩm		
	-B-	
òléèngéenyìghíbì		òléè-ngá-enyì-ghí-bì
	-A-	
ìmanǵũyììkpèdì		ì-ma-ngá-uyò-ìkpè-dì
	-B-	
ámáṛanam̀ngóòdì		á-máṛana-m̀-ngá-ò-dì
	-A-	
ĩgála j'e		ĩgá-la- j'e
ówũrũm̀aghĩgafèéyá		ó-wũrũ-m̀-aghĩ-gafèé-yá
gaagála j'e(lì)ĩhũghĩ		gĩ-agála j'e-(lì)-ĩhũ-ghĩ
ákaṛĩ		áka-ṛĩ
úyèelù		
léaanyánaakaṛĩghĩ		léè-anyá-na-aka-ṛĩ-ghĩ
ĩgĩĩhũotùúyèelù		ĩ-gà-ĩhũ-otù-úyò-elù
áṛũṛũohũ ọ̀nngóobì		á-ṛũṛũ-ohũ ọ̀-wũ-ngá-o-bì
	-B-	
ĩzhì		(L)
ózhì		

Basic Sentences

<u>Spelling</u>	<u>English</u>
	-A-
Eje m ihu enyi m.	I'm going to see my friend.
	-B-
Ole nga enyi ghi bi?	Where does your friend live?
	-A-
I ma nga uyo Ikpe di.	You know where Ikpe's house is.
	-B-
Amarana m nga o di.	I do know where it is.
	-A-
iga na je	to go a little bit ('to go and go to')
O buru ma gi gafee ya, gi aga na je n'ihu ghi. aka-nri uyo elu	When you pass it you then go a little ahead. right (food) hand multi-storied building
Lee anya n'aka ri gi, i ga ihu otu ulo elu aruru ohuu. O bu nga o bi.	Look far to your right you will see a newly made high building. That's where he lives.
	-B-
izi	to deliver (a message), to inform
ozi	(a) message

ìṅweṣiík'ììzhìṣimṅwan̄nem
ṅwook'òòzhì

-A-

éé éṅwèṣemíík'e ṅgwà
zhìwém̄

-B-

gwáramíya síṅwíṣiyáamùṅna

-A-

ágámìíḡwíyamámhūyá

-B-

ìgákwanìíyòoleém̄me

-A-

ágámìíyòlàabalìrì-
làannòt'aa

-B-

òdìmmà j'èníot'àoma

ì-ṅweṣe-ík'e-ìzhì-ṣì-m̄-
ṅwan̄ne-m-ṅwook'ò-òzhì

ee é-ṅwèṣe-mù-ík'e ṅgwà
zhìwé-m̄

gwá-ra-mù-ya sí-ṅwíṣè-yá-
amùṅna

á-gà-mù-íḡwá-ya-mà-m̄-hū-yá

ì-gákwanì-íyò-oleé-m̄me

á-gà-mù-íyò-là-abalì-rì-
là-annò-t'aa

Narrative

New Words:

ònyoghóonyo

foolishness,
aimlessness

íd'àòq̄ryà

to be sick, to
have a disease

òq̄ryà

sickness

íyàlà

pond, reservoir of
rain water

I nwere ike iziri m
nwannem nwaoke ozi?

Can you deliver a message for
me [to] my brother?

-A-

Ee, enwere m ike. Ngwa,
ziwe m.

Yes, I can. O.K., (start to)
let me know [it].

-B-

Gwara m ya si nwiye ya
amuona.

Tell him for me [that] (saying)
his wife has given birth.

-A-

Aga m igwa ya ma m hu
ya.

I'll tell him when/if I see
him.

-B-

I ga kwani ilo ole mgbe?

When then are you going to
return?

-A-

A ga m ilo n'abali iri
na anọ taa.

I'm going to return in four-
teen days ([from] now).

-B-

O di nma. Jeni otu oma.

Fine. Farewell.

íicí (L +)

to fool around,
to wander

-lùka

(adverbial suffix)
hard, very much

byádumà/
byádumme

before, until

nh̄yenānh̄ye

whatever

Pronunciation

ɲwáñnemɲwaànyɪ ɪh̃ɲnootuonyoghóònyó-
 mèreméeci # áháfùrɲmuúyòm j'iilétarwa-
 ñnennànd'arɔ̃ɔryà # māmnaagáfèélɪɪyà-
 láah̃àdɪlànkwáanyɪ ànáh̃àkwamaamátɲuzò #
 ɔ̃wùòt'umcìcìgherennòò dighaciàgbaa
 byáadɲmāmàtarangámno # kéemeéciah̃à
 écelùkálamnh̃eméřemnh̃ekàah̃à mùugbúa
 àmátàbeghikwemiishiyà # Mánh̃yèná-
 nh̃yòòh̃urɲwùrɲ ákpòromiyáònyoghóònyo #

Spelling

Nwannem Nwanyị, ihuna otu
onyoghoonyo merem eci? Ahafuru
m uyom, je ileta nwanne nnam
dara ọria. Mme m na agafee
n'iyiala aha di na nkwo anyị,
anahakwa mụ anata uzo. Ọ bu
otu mciicighere nnoqo digha ci
agbaa, byadu mme m matara nga
m no. Keeme eci aha, ecelu-
kala m ihe merem ihe ke aha,
ma ugbua amatabeghikwe m ishi
ya. Ma ihe na ihe o huru buru,
akporo m ya onyoghoonyo.

Translation

My sister, have you heard the
foolishness which happened to me
yesterday. I left my house and
set out to visit my (paternal)
aunt (or uncle) who's been sick.
Just as I got past that pond
which is at our market [place],
I wasn't recognizing the road
any more. It was thus that I
went on wandering a great deal
until the day ran on before I
realized where I was. Since that
(yester-)day, I've been thinking
hard what did that (thing) to me,
but [even] now, I haven't yet
discovered the heart ('head') of
it. But however it came about,
I call it 'folishness'.

<u>Pronunciation</u>	<u>Structure</u>
	-A-
ìfùtála	
	-B-
éé ìbyála	
	-A-
ígùzo	(L)
íd'òwe	(H)
gùzó méed'òwemm̩ĩmpámby	gùzó m̩y-ed'òwe-mm̩ĩ-m-pá-mby
	-B-
ìd̩kwámmá	
	-A-
éé kèd̩m̩ákáñduuyòghí	
	-B-
ád̩h̩ámmá ìbyáñh̩áloog'è	
	-A-
ñnám/ñnàá	
úyòmd̩iányas̩ĩteñgááñnàá	

Basic Sentences

<u>Spelling</u>		<u>English</u>
	-A-	
Ifutala?		Good morning.
	-B-	
E. Ibyala?		(Yes). Welcome.
	-A-	
iguzo		to wait, to stop, to hold up
idowe		to set down, to set aside, to discard
Guzo mu edowe manyi m pa mbu.		Hold it, and I'll set down the wine I'm carrying first.
	-B-	
I di kwa mma?		And are you well?
	-A-	
E, kedu maka ndi ulo gi?		Yes, what about the folks at your house?
	-B-	
A di ha mma. I bia ha l'oge.		They're well. You didn't come on time [did you?].
	-A-	
		my friend ('my master')
Ulom di anya site ngaa, nnaa.		My house is far (starting) from here.

-B-

úkwú
ìjíríúkwúrúoṅgáà

-A-

ééní

-B-

íyí
òyíyí
m̀bereedé
òyíyíanyíyírí òbyaraghí-
lambereedé

(HL)

òyíyí

òyíyí-anyí-yírí ò-byara-
ghí-la-mbereede

-A-

àǹú
ìkpáǹú
áfo
mótò
áfomotò
òdíghì k'ámàówùamàṭaram-
lììkpáǹú sááfomotòm-
d'àraád'á/d'àraad'á

ìkpé-ǹú

áfó-motò

ò-dí-ghì k'ámà ó-wù-a-màṭara-
m-la-ìkpé-azù sí-afó-motò-
m-d'ara-ád'á

-B-

ukwu	foot, leg
I jiri ukwu ruo ngaa?	Did you come by foot? (use foot and come)

-A-

Eni.	Yes, sure.
------	------------

-B-

iyi	to set (a time)
oyiyi	appointment
mberede	sudden
Oyiyi anyi yiri, o byara	Did the appointment we made
gi na mberede?	come [up on] you suddenly?

-A-

azu	back
ikpe azu	last
afọ	belly, stomach
moto	car, automobile
afọ-moto	inner tube, tire
O dighi, kama o bu	No, but (it is) I realized
amatara m n'ikpeazu	finally that my tire had
si afọ-motom dara ada.	gone down.

Narrative

New Words:

íkùzhị (H)	to teach	rèluwéestèshìon(ụ)	railway station
ṛkuzhị	teaching	ìgwè	iron, bicycle
ónyegkuzhị	teacher	ìgbà	to ride, to run
ívu	load		
réluwèè	railway	ṛgáli	P.N. of a place

Pronunciation

ízùatót'aà ágàmííguùmùáhyà ípáj'eroonye-
 ṛkuzhịányívu làrèluwéestèshìonụ #
 ówúrụmàcíkwe ágammíjìígwèej'é mòòòkwanị-
 maágbáamotò sìtélàngáli # mruùmùáhyà
 ágàmíízzúruraisìlaakíd'ì mjèeménzùkón-
 doòg'ìg'áányị luubòcaatò lóqṛwaásàà
 láafòábyáduonị # mḥṣìívumagbìlìlaaṛṛ
 màmyòwa mááhàyaráotùónyepasịnjìígwè
 gìinyèřemáaka lìivùlayyà #

àkíd'ì	(black-eyed) bean	ígbíàfù (H)	to get heavy
òg'ig'e	fenced compound, mission, church	ìhàyara (L)	to hire
ígbì (H)	to take root	pásìnjìígwè	passenger bicycle
áfù	heaviness, weight	ívùlayọ	to carry back

Spelling

Izu ato taa aga m iga Umuahia
 ipajere onye nkuzi anyi ivu
 la railway station. Ọ buru
 ma Chi kwe, aga m iji igwe
 eje, ma o bu kwani mụ agbaa
 motor site Ngali. M ru
 Umuahia, aga m izuru rice na
 akidi m ji eme nzuko ndi ogige
 anyi n'ubochi ato n'onwa asaa
 n'afọ abyaduoni. M hu si
 ivum agbiila aru, mme m yowa,
 mụ ahayara otu onye passenger
 igwe ga inyerem aka n'ivulayu
 ya.

Translation

Three weeks hence I'm going to go
 to Umuahia to carry a load to the
 railway station for our teacher.
 If possible, I'm going to go by
 bicycle but I may ride a car from
 Ngali. When I reach Umuahia I'm
 going to buy rice and beans which
 I'll use to entertain the people
 of our church at a party on the
 third of July ('7th month') this
 coming year. If I see that my
 load has gotten heavy, when I'm
 about to return, I'll then hire a
 passenger bicyclist who will give
 me a hand in carrying it back.

PronunciationStructure

-B-

áfòdúùm áfòmòtòghílàád'á
òlèéh̄f̄eímèghemak̄yá

-A-

àkpa
ùjĩshì
ìkpòka
ìkpòkasa
kéèmemzùrùmótaà é'g'o-
ádìghìkwamnáakpa
ótùujĩshì ágàmììkpòka-
s̄yá zùrìik'è

(H ÷ HL)

-B-

m̄gbažhìikwenìghèeg'o

m̄-gbažhì-kwe-nì-ghì-eg'o

-A-

ótùmmaāh̄à ágàkwamìíj'è
mēžh̄eyá

-B-

íc̄ere
rúo

(H)

(subsequential form of
írù 'to reach')

Basic Sentences

SpellingEnglish

-B-

Afọ dum, afọ moto g1
na ada. Ole nhye
imeghe maka ya?

Every year, your tires go
flat. What are you doing
about it?

-A-

Keeme m zuru moto a, ego
adighikwa m n'akpa.
Otu ujishi, aga m
ikpokasi ya zuru ike.

bag, pocket
night time, dark of night
to crash, crack up
to smash completely

Since I bought this car
there's no money in my
pocket. One dark night,
I'll crack it up and take
a rest.

-B-

M gbazii kweni gi ego?

And if I lend you money?

-A-

Otu mgbe aha aga m ije
mezie ya.

Immediately (one such time),
I would go and repair it.

-B-

icere
ruo

to wait for
until

cèréruomámàtáru-
úgwòq̣wám

cèré-ruo-mme-m-nàtara-úgwò-
q̣wá-m

-A-

íléanya
mèélég̣haanya

(HL) ílé-anya
mà-é-lég̣hí-anya

mèélég̣haanya ìgághí-
gbázhím

-B-

ówáasí

byádí
ícehyè
ncehyè
ìgbáncehyè

(H +)

ógbáramncehyè ézhìřĩhã-
ghóožhí

é-zhìřĩ-hã-ghí-ožhí

-A-

ònyézhìřím

-B-

ówùnwánneghíwàányí

-A-

òsìgírí

Cere ru o mme m natara
ugwo onwam.

Wait (and reach) [until]
(time) I have received my
month's pay.

-A-

ile
ma eleghi anya

to look (eye)
perhaps (if one doesn't
look)

Ma eleghi anya, igagh
igbazi m.

Perhaps you won't lend to me.

-B-

O bu asi.
biadi
icehe
ncehe
igba ncehe

That's a lie.
by the way
to forget
forgetfulness
to run to forgetfulness -
to forget

O gbara m ncehye.
E ziri ha gi ozi.

I forgot, they sent you a
message.

-A-

Onye ziri m?

Who sent me [a message]?

-B-

O bu nwa nne gi nwanyi.

It's your sister. ('female
child of your mother')

-A-

O si gini?

What did she say?

-B-

éze

(P.N.)

ósìezèkelereghí

-A-

òléèhìòhùrìyá

-B-

ìdìkà

ìdì + kà

àmághìmeèhíowù mà-ò-

à-má-ghì-mù-èhí-ò-wù

dìkaowùlámòndégàràaga

mà-ò-dìka-ò-wù là-mòndé-
gàrà-ága

Narrative

New Words:

èzìlìihìtè	Ezinehite (P.N. of a district and clan)	ówùla	each, every
íkwèkò	to agree together	ìgwòta	to mix and bring
íkwèkòta	to decide together, to arrive at agreement	ngù	bean salad (and similar cold dishes)
		ógàawù	it happened to be, it should be

-B-

king (proper name for a
male)

Ọ sị Eze kelere gị.

She said Eze sends you
greetings.

-A-

Ole ehi ọ huru ya?

What day did she see him.

-B-

idika

to be like

Amaghị m ehi ọ bu, ma

I don't know what day it was,

ọ dika ọ bu na Monday

but it seems like it was

gara aga.

last Monday.

íkwád'ò (H)	to get ready
léèt(1)	late
íjù (H)	to cool
íkpób'àta	to invite inside

Pronunciation

ótùehì minèényim̃gwook'ò ónyeezilihìte-
 yìrooyiyìluuyòm # ányìkarasòógìíwùloo-
 kuùt'ut'ù lùùbòcìafòizùyá # ányìkwe-
 kòt̃akwara sóonyeowùlà giivùt̃em̃ñĩkwù
 gwòt̃ákwañgù # órùleehiáñà meéceghen-
 d̃ĩkwùt'ut'ùak'úc'aa àñúh̃am̃iya #
 íweewègbuom̃ # ógàawùmmem̃kwád'ogh̃ĩfù
 lèkwíyálòób̃yàduo yálàñwíỹiyá # óg'ém̃jùr̃ỹya-
 h̃ỹóojib̃ỹalèet̃ yás̃ĩgwíyád'àraáf̃ol̃uuzò #
 m̃am̃ñùr̃h̃ỹem̃er̃yañ íwemaáj̃uol̃òók̃u
 m̃áakp̃òb'at̃áñà ñimuuyò #

Spelling	Translation
Otu ehi mu na enyim nwaoke, onye Ezinehite yiri oyiyi n'uyom. Anyi kara si o ga ibu n'oke ututu n'uboci afo izu ya. Anyi kwekotakwara si onye obula ga ivute mmanyi nkwa, gwotakwa ngu. Orule ehi aha mu eceghe ndi nkwa ututu akucha ahuham ya. Iwe ewegbuom. O ga abu mgbe m kwadoghe ifu, lekwe ya na o biaduo, ya na nwunye ya. Oge m juru ya ihe o ji bia late, ya si igwe ya dara afo n'uzo. Mgbe m huru ihe mere yani, iwem ajuo n'oku, mu akpobata ha n'ime ulo.	One day I and a (male) friend of mine, an Ezinehite man, made an appointment at my house. We planned that it would be in the early morning on the next Afoizu [market day]. We decided also that each person would bring palm wine and a mixed salad. When that day came I (then) was waiting [until] the morning wine people (then) finished tapping [and] I didn't see him. I was fighting mad. ('Anger (then) [was] angering - killing me.') It happened to be as I was getting ready to leave, now look at him and he's coming along, he and his wife. When I asked him why ('thing he used') [he] came late, he said his bicycle had a flat on the way. When I heard what had happened to him, my anger cooled (as fire) I (then) invited them into the house.

PronunciationStructure

-A-

á'g'ùù òbyálag'hi

-B-

é'èní cíagbáala

-A-

ígbàsà

ígbà-sà

nd'iskuùl àgbàsàálahà

-B-

s'í ìd'ìh'anyu'ra nd'ì'ò'f'ù-
ay'ò'wad'ila

-A-

cí'j'í

(H)

nàhad'í

(auxiliary verb)

èr'ime'f'í

(reduplicated verbal
noun)m'm cí'nàhadé'è'j'í j' 'àak'wà-
d' 'owe'ér'ime'f'ím'm cí-nàhad'í-è'j'í
j' 'è-ak'wàd' 'owe-ér'ime'f'í

-B-

í'gw'ù

(HL)

ísh'ifu

(HL)

Basic Sentences

<u>Spelling</u>		<u>English</u>
	-A-	
Aguu obyala gi?		Are you hungry?
	-B-	
Eni, ci agbaala.		Yes, indeed, the day is far gone ('has run').
	-A-	
igbasa		to run in all directions, to scatter
Ndi school, agbasaala ha?		Have the school people dispersed?
	-B-	
Si idiha n'ura? Ndi olu ayowadila.		Say, weren't you asleep? The working people have begun to to return.
	-A-	
ci iji		day-to close
nahadi		be about to----
erimeri		food [eats (eating and such)]
Mm. Ci nahadi eji. J'e akwadowe erimeri!		Hm. Day is about to pass. Go prepare some eats!
	-B-	
igwu		to finish
isifu		to be up to cooking

ík'egwùrùm àgághịmị-
 ịshífufị

-A-

ànyịgakwanịmègiri

-B-

ịsịghịlawani

-A-

ée kàáñàkamma

-B-

òdịkwamà m'aghịcọọ-
 òt'uañà

-A-

yáwụrụkwanighị

-B-

wèrénịwaàyo jishíek'è
 èhịọjọ méèmezhiégì

-A-

nòdịmma aláwalam

Ike gwuru m. Agaghị m
isifu nfi.

I'm tired out. ('Strength
has finished [for] me.')

I'm not going to be up to
cooking.

-A-

Anyị ga kwani ime gini?

What then are we going to do?

-B-

Isi gi lawani?

Would you like to go? ('Do
you say you then begin to
go?')

-A-

E, nke aha ka nma.

Yes, that is better.

-B-

Odikwa nma, ma gi cogo
otu aha.

That's fine too, if you want
[it] that way.

-A-

Ya buru kwani gi.

And if it were you? ('Suppose
it were you?')

-B-

Wereni nwaayo. Jisie ike.
Ehi ozog mu emezie gi.

Take it easy then. Try hard
('hold fast'). Another day
I'll then take good care of
you.

-A-

Nodi nma. Alawala m.

Stay well. Goodbye.

-B-

l'àwání.

Narrative

New Words

ìzu	wisdom, secret knowledge	ṅwáanụ́hýá	son of bush beast, fool, yokel (term of disrespect)
-----	-----------------------------	------------	--

Pronunciation

èhíà ágàramlánhýeṅwànnemàǎáizu #
 mìnìyáanògháciágbaa òṅwéghiyashìwére-
 mnhýe # ág'ùùagiígbùm # órulemámgaríílá
 ṅwaanụ́hýá yáábyaa juwammàág'ùùojím #
 íwelòònumeejùmoobì mǎájuyámòòdíláarọ
 mòòmághí-

-B-

Lawani.

Goodbye.

ònuma	tension	ótùíhùáñà	at once
íjù (H)	to fill	ùsékw'ù	kitchen

Spelling	Translation
Ehia, a gara m n'íhe nwannem mara izu. Mu na ya anọgha, chí agbaa, o nwegh ya shiwere m íhe. Aguu aga igbu m. O rule mgbe m gara íla, nwa anu ọhya, ya abia ajuwa m ma aguu o jí m. Iwe na ọnuma eju m obi, mụ ajuọ ya ma ọ dí n'arọ, ma ọ magh	The other day ('this day') I went to the place ('thing') of my relative, Maraizu. I and he were sitting; [until] day (then) passed ('ran'); it didn't occur to him to ('it didn't have him and') start cooking something for me. Hunger was about to kill me. When (it had reached the time) I was going to go home, the stupid fellow, he (then came and then) asked me if I was hungry. Anger and tension (then) filled my heart; I (then) asked him if he was in [a] dream, [and] whether he didn't realize

sìmeńdĩskuùlugbasarala óg'èagáala,
líihíyá ónyenèeribèghínhyerumèáñà
ág'ùùgèejílaríyá # kámòògìíj'èshí-
wenh̃eotùíhuáñà yáasím wóonyebyàraábya
b'áálùusékŵ'u j'èeshíenh̃eànyịnèerí #
mámńùřùnh̃eọsàra íweábyam mááhafùyá
vùráag'ùùahàláwa #

s1 mgbe ndi school gbasarala,
oge agaala, n'ihu ya, onye na
eribeghi ihe ru mgbe aha, aguu
ga ejilara ya. Kama o ga ije
shiwe ihe otu ihu aha, ya asi
mu, bu onye biara abia, baa
n'usekwu je esie ihe anyi na
eri. Mgbe m huru ihe o sara,
iwe abia m; mu ahafu ya, vuru
aguu aha lawa.

that when the school people had
dispersed, the day had gone past,
[and] because of this anyone who
hadn't eaten up to that time must
be hungry ('hunger must hold him').
But instead of his going to start
cooking something at once, he told
me, who was the guest, 'Go to the
kitchen (go) cook something for
us to eat'. When I heard what he
replied, I (then) got angry
('anger then came [to] me'), (I
then) left him [and] started home
hungry ('carrying that hunger').

PART IV

VOCABULARY

Words are listed below according to the following conventions:

1. The alphabet employed is presented in Note 1.1 (page 49). Where forms are segmentally identical, tones are ordered in the sequence high-mid-low. Thus the verb *ízá* 'to answer' precedes the verb *ízá* 'to sweep'. The glottal stop /ʔ/ (in certain greetings) and nasalization are ignored in alphabetization.

The student as yet unaccustomed to the Igbo alphabet should note especially that /gb/ comes after /b/ but /gh/ after /g/, that /c/ and /c'/ follow /zh/. Also that /gw/, /hw/, /kw/, /ɲw/, etc. are at the end of the alphabet but that /ɲ/ follows /n/. Thus /ɲɲwá/ and /ɲkwu/ are listed under /ɲ/ in the middle of the alphabet while /ɲwá/ is under /ɲw/ at the end.

2. Verbs are listed in their infinitive form (with prefix *1-/ɪ-*) but are alphabetized by the initial consonant of the root, ignoring the prefix. All other forms are alphabetized conventionally regardless of their morphological structure. Thus the verb *íme* 'to do' appears under the letter m, while *íme* 'inside' appears under the letter ɪ.

3. Forms which appear in the materials in variants due to vowel harmony are generally listed under each form. Additional variants which occur due to assimilation are not entered. Thus *o-/o-* appears under both letters.

Forms which occur in the materials in variants due to consonant assimilations or other consonant variation are listed under each form. Thus *là/nà* 'and' appears under both letters.

Forms which exhibit both kinds of variation may occur as many as four times in the list. Thus *gí/gí/ghí/ghí* 'you (singular)' appears in those four forms, but such assimilated forms of the same morpheme as /gha/, /ga/, /ghu/, etc. are not listed.

4. Following verb infinitives occur the following formulae with these meanings:

(H) High tone class verb - see Note 4.1 p. 102

(L) Low tone class verb - see Note 3.1 p. 90

(HL) High-low tone class verb - see Note 4.1 p. 102

(H + L), (HL + L) etc. Compound verb consisting of roots of these classes combined

(HL +), (H +), (L +), (H + L +) etc. Verb root (or compound) of the tone class indicated plus an adverbial suffix

5. Following noun entries occur the following formulae with these meanings:

(I), (II), (III), (IV) Member of noun tone classes one, two, three or four. (See Note 7.1 p. 150.)

(II + I) etc. Trisyllabic (or longer) noun with characteristics of Class II (etc.) nouns at its head and of Class I (etc.) nouns at its end.

(Inv.) Invariable noun. Long nouns of clearly English origin are invariable and are here not marked at all.

(IA - II) etc. Noun which has the tone pattern of a (IA) etc. noun in environments 1 and 3 but of a (II) etc. noun in environments 2 and 4. (See Notes 7.1 p. 150, 9.2 p. 194.)

(P.N.) Proper name.

BASIC COURSE

<u>Form</u>	<u>Class</u>	<u>Definition</u>	<u>Page</u>
-A-			
-à/-è		this (suffix)	44
áàà		aha!	372
àbá	(II)	Aba (place)	94
àbákeleke'		Abakilikí (place)	94
àbalí	(IV + IV)	night (day of 24 hours)	296
àbọ	(II)	Abọr (place)	95
àbùọ	(II + IA)	two	124
áb'a	(I)	bottle	354
àgbọno	(IV + IV)	seed of agbono plant	310
àd'á	(II)	eldest daughter	330
àd'éeg'ò		P.N. (female) àd'á + eg'ò 'daughter of money'	
áfíikpo		Afíkpo (place)	94
áfọ	(I)	belly, stomach	442
áfọmọtọ		inner tube, tire	442
áfọ	(III)	year	397
àfọntà (àfọ-ńtà)		7th day of week	339
àfuúkwu (àfọ-úkwu)		3rd day of week	338
ág'ù	(IA)	leopard	150
ág'ụ	(IA)	hunger	172
ághì		you (sg.) subject in reported speech	411
áhà	(III)	that	60

áhà		they (inclusive of speaker being reported) - subject in reported speech	412
àhù	(II)	body, health	44
áhya	(I)	market, sale	46
áhyafá		Ahiara (town)	345
àíshii/àísii		I see	378
ájùjú	(III + II)	question	404
áka	(I)	hand	210
ákakpà		left hand	210
ákafí		right hand	434
àkíd'ì	(II + III)	(black-eyed) bean	445
ák'ùk'ù	(I + IV)	side, part	100
àla	(IV)	earth, land, country; ground, floor; down	151
áma	(I)	clan, path, road leading to family compound	342
ámaakò áma + akò (lam)		P.N. (male) 'Let (my) line not lack.'	155
àmerikà		America	132
àmù		I (subject of indirect speech)	224
ànnó	(II)	four	122
ánù	(I)	meat, animal	142
ánunnamà		beef	324
àkpa	(IV)	bag, pocket	446
áro	(I)	dream	428
áru	(I)	heaviness, weight	445

BASIC COURSE

àsáà	(II + III)	seven	122
àsátò	(II + IA)	eight	124
àsí/àshí	(II)	false, falsehood	376
àshí/àsí	(II)	false, falsehood	376
àtò	(II)	three	124
àtù	(IV)	advice, direction	430
áwusa	(I + I)	Hausa	326
áyà		he, she, etc., subject in reported speech	411
àyibása	(IV + III)	onions	368
áyò	(I)	onions	368
áẓù	(III)	fish	106
àẓù	(II)	back (anatomical)	442
ágw'ù	(III)	Awgu (place)	95
áhwà	(IV)	name	416
ákwa	(III)	cloth	74
ákwukwò	(Inv.)	book(s), paper(s)	72
ákwukwòrì		leafy vegetables	186
àkw'á	(II)	egg(s)	108
ánwù	(I)	sunlight	338
ánwùrù	(III + IV)	tobacco	127
ánya	(I)	far	172
ánya	(I)	eye	270
ànyáàsù/ànyáàsì		night	88
ányawù (ányanwù)		[the] sun	342
ányì	(III)	we	66

ànyị	(II)	'us' 'our'	151
-B-			
bábà	(III)	barber	376
básìkùl(ụ)		Bicycle (brand of cigarettes), bicycle	238
íbè	(H)	to cry, to crow	298
-bèghị		not yet	376
bèkéè	(II + III)	Caucasian	185
íbi	(HL)	to dwell, to live	378
íbid'ò	(H)	to begin	422
bík'ò		please	208
ìbò	(L)	to rise (sun, moon)	256
ìbyá	(HL)	to come	66
byàdị		by the way	448
ìbyáduo	(HL +)	to be coming	188
ìbyádu	(HL +)	to arrive	301
byádumme		before, up to the time---	437
ìbyáhu		to come back, to come <u>again</u>	243
-B'-			
ìb'á	(L)	to go in	192
ìb'áta	(L +)	to enter	406
íb'ò	(HL)	to accuse	81
ìb'ùúrù (ìb'á-úrù)	(L)	to be beneficial	431

BASIC COURSE

-GB-

ígbà'	(H)	to run	360
ígbámotò		to ride (in a car)	444
ígbà' (òsò)		to run (race)	360
ígbà	(L)	to join together, to close up	296
ígbád'á	(H +)	to go down	423
ígbàlá	(H)	to escape	351
ígbàlagha	(H +)	to run back, to retreat, to escape back	351
ígbàlì	(L)	to try, to struggle	354
ígbàncehýè		to forget, to run, to forgetfulness	448
ígbàsa	(H +)	to scatter, to run in all directions	454
ígbàzhì	(H +)	to negotiate a loan	258
ígbàzhìf	(H + +)	to lend	258
ígbàzhìtè	(H + + +)	to borrow	258
ígbì	(H)	to take root	445
ígbìarù	(H)	to get heavy	445
ígbù	(H)	to kill	254
ígbùazù	(H)	to fish	254
ígbùtè	(H +)	to catch e.g. fish, to kill and bring away	254

-D-

ídè	(HL)	to write	72
dí	(I)	husband	185
ídì	(HL)	to be (relative to state, position), to be at (of inanimates)	44

ídìkà	(HL +)	to be like	450
dìsémmbà		December	351
dòktò		doctor	132
ídùj 'e	(HL +)	to escort	423
-duo		adverbial suffix, ---to be about to---	188
duùm	(III)	all, every	272
-D'-			
íd'á	(L)	to fall	362
íd'áonụ	(L)	to be expensive	362
íd'òoryà (íd'á-òoryà)		to be sick, to have a disease	436
íd'òwe	(H +)	to set down, to set aside, to discard	440
-E-			
-e/-o		suffix to a call	406
ébe	(I)	place	66
èbele	(IV + IV)	calabash	354
égbe	(I)	hawk	155
édè	(IV)	coco-yam	104
ée		yes	44
ěěě		oh!	172
ě?ě/m?m		no	138
éepòt 'ụ		airport	422
ég'ò	(I)	money	122
èh1	(IV)	time, occasion, day	354
èhiáñhùr1ík'e		P.N. (male), ('Day power is seen.')	254

BASIC COURSE

èhỹihỹè	(II + III)	midday	296
èk'é	(II)	1st market day	338
èk'éntà (èk'é-n̄tà)		5th day of week	339
èk'òq̄hà		public 'eke'	340
èk'úukwu (èk'é-ukwu)		first day of the week	338
élekere	(Inv.)	hour, o'clock	186
élìlì	(III + IV)	melon, melon seed	188
élù	(III)	sky, top, above, height	416
émbàsì		Embassy	422
émec'aa		afterwards (when all is done)	272
énugw̄'ù		Enugu (place)	94
épe	(I)	orange	127
éperèelu		April	351
èrímèrì		food [eats (eating and such)]	454
èt'ít'ì	(II + III)	middle, centre, half-way	296
éwèzùgha		if taken aside, but for--	423
ézè	(III)	king, P.N. (male)	450
ézi/ézhì	(I)	genuine, true, real	298
ézìlìhìtè		Ezinihitte (name of a tribal district)	450
éziokwù/ézhìokwù		truth (genuine speech)	298
ézhì/ézi	(I)	genuine, true, real	298
èzhí	(II)	compound, yard	70

ézhiamà		a clan name	342
ézhìokwù		truth (genuine speech)	298
éci	(I)	yesterday, tomorrow (one day removed from today)	86
écìce	(III + IV)	a thought	144
ényì	(I)	elephant	156
ényì	(III)	friend	86
ényiá		friend, comrade (familiar)	407
ényim̩wóok'ó		my (male) friend	86
-F-			
ífè	(L)	to pass	210
fébywáarì		February	351
fráày(ì)		meat, fish, vegetable, etc., sauteed in oil	368
ìfù	(L)	to go out	44
ìfùáhya	(L)	to make a debut	340
ìfùṭa	(L +)	to come out	44
-G-			
ìgá	(HL)	to go	46
ìgáfè (ìgá + ífè)	(HL + L)	to go past, to cross	210
ìgáj'e	(HL + HL)	to be in the process of going, to go (emphatic)	310
gàla	(IV)	still	172
ìgàlaj'e (ìgá-la-j'e)	(HL + HL)	to go a little bit	434

BASIC COURSE

gàrɪ́	(Inv.)	grated sifted and washed cassava meal	310
ígáru	(HL + H)	to arrive	418
gàwá (ígáwa)		---on as in 'now on'	356
ígàkǎ'ũřũ	(L +)	to join, to meet with, to go and be with	420
gí/gí/ghí/ghí		you (sg.), your, yours	44
gí/gí/ghí/ghí		you (sg.), your, yours	44
gírɪ́	(IA)	what?	100
gòomènt/gòomèntɪ		government	208
ígùzo	(L)	to wait, to stop, to hold up	440
		-G'-	
íg'ù	(H)	to read, to count	72
		-GH-	
-gha/-ghe		verb suffix for progres- sive or iterative action	138
íghá (ũgha)	(HL)	to lie, to tell a false- hood	422
íghé	(HL)	to fry	366
-ghɪ/-ghɪ		negative suffix	122
ghí/ghɪ/gɪ/gɪ		you (sg.), your, yours	44
-ghɪ/-ghɪ		negative suffix	122
ghí/ghɪ/gɪ/gɪ		you (sg.), your, yours	44
íghòta	(HL)	to understand, to gather	268

-H-

hǎ́		they	105
-hǎ		(neg. verb suffix)	254
ìhǎfù	(H + L)	to desert, to leave, to depart, to fall	186
ìhàýara	(L)	to hire	445
hǒ		he (etc.) - 3rd person under discussion - object in reported speech	412
ìhò	(L)	to choose, to select	430
hòtéèl(u)		hotel	378
ìhù	(HL)	to see	132
ìhùhu	(HL +)	to see again	301
ìhùnaanya	(HL)	to love	356
hỹé/ìhỹe/nhỹe	(I)	thing	108
hỹédìkà		about, around	222
hỹéméfe		reason why	251

-I-

í-/ì-		prefix to the infinitive of verbs - Look up verb infinitives under the spelling of the <u>root</u> .	
ì-/ì-		second person singular pronoun prefix 'thou'	57
ìgbo	(IV)	Igbo (name of a tribe)	100
ìfé	(II)	Ife (place)	94
ìhu	(I)	face	174
ìhùi		straight ahead	210

íhŷe/ńhŷe/hŷe	(I)	thing	108
íj'è	(III)	trip	408
ík'e	(I)	strength	88
ík'èkwe		perhaps (if strength permits)	354
íme	(I)	(the) inside	208
ímèene		thank you (you have done)	90
ìkpááǝ̀ǝ̀ (ìkpé-ǝ̀ǝ̀)		last (noun)	442
íkpe	(I)	judgement, P.N. (male)	185
ìrí	(II)	ten	124
ìsé/ìsó	(II)	five	124
ìsó/ìsé	(II)	five	124
íshɪ	(I)	head	150
ìshíì	(II + III)	six	124
ìte	(IV)	pot	151
ìtéghete	(II + I)	nine	124
ítìì	(HL)	to put into, to add to	312
ìtírɪ	(IV + IV)	darkness (as of night)	296
ìtu	(IV)	Itu (place)	94
ívu	(I)	load	444
ívù	(III)	fatness, extent, volume	358
íwe	(I)	anger	208
íyɪ	(I)	stream	156
íyìàlǝ̀		pond, reservoir of rain water	436
ízù	(III)	week	336

izu	(IV)	wisdom, secret, knowledge	466
íc'è		different	344
íc'íic'è		various	344
ígwè	(III)	iron, bicycle	444
-I-			
í-/í-		prefix to the infinitive of verbs	
í-/í-		second person singular pronoun prefix 'thou'	57
ìgbùrù	(II + I)	cassava	116
ìhùnaanya		love, affection	356
ìkòteekpèné		Ikot-Ekpene (place)	94
ìkpà	(III)	left (hand)	210
-J-			
jàlòòfùràis(í)		pilav or curry, a dish made by cooking rice with meat/fish and flavoring	366
jè	(L)	auxiliary for customary action	100
jénuáarì		January	351
jí	(I)	yam	104
íjì	(H)	to close (of day)	454
íjì	(HL)	to hold, to use (means of) auxiliary	88
íjìshì(-ík'è)	(HL +)	to hold onto strength, (always use in greeting)	
íjò/ízò	(L)	to fall (of rain)	338
íjù	(H)	to fill	459

BASIC COURSE

jùlǎàǎyɿ		July	351
júunu		June	351
ǀjǎ	(H)	to ask	224
ǀjǎ	(H)	to cool	151
ǀjǎc'a	(H +)	to complete asking, to inquire after	224
-J'-			
ǀj'e	(HL)	to be en route to, to go (to)	46
ǀj'èru	(HL + H)	to arrive at, to reach	284
-K-			
kà		may, let, that	122
kà		like	222
ǀkà	(H)	to be greater than, to be more than, to surpass	191
ǀkà	(L)	to say, to speak, to mean	272
káahà (ké + ahà)		that, that one, the one	296
kàlabá	(IV + II)	Calabar (place)	94
kára		than, more than, surpassing	358
ǀkára	(H +)	to be greater (than), to be larger (than), to surpass, to supercede	356
kàcǐbòó		goodnight	258
ké	(I)	what?	319
kè/ṛke	(IV)	that, the one, of	46

íkè	(L)	to create	222
kèdù	(II)	how? hello!	66
kée/nkéà		this	136
kéème	(III + IV)	since	254
íkèle	(L)	to thank, to greet	188
kíngswèè		Kingsway (a dept. store)	428
kónsùléèt(1)		consulate	418
-kọ		adverbial suffix for mutual action	256
íkò	(H)	to narrate, to tell, to converse	272
íkò	(L)	to cultivate, to till, to plant (yam or coco yam)	90
kòmitì	(II + III)	committee	368
íkòrọ	(H +)	to tell to, to narrate for	272
íkù	(H)	to dip up, to fetch	74
íkùzhị/íkuzị	(H)	to teach	444
íkụ	(HL)	to knock	372
-K'-			
k'ámà		but, instead	374
ík'ụ	(H)	to sow, to tap (wine)	74
-L-			
-la/-le/-na/-ne		negative imperative suffix	208
la-/na-		in, on, at, to (general prepositional prefix)	46
lá/ná		that	422

là/nà		and	124
íla	(HL)	to go home	88
laàbo		two	346
laani/náani		only	312
lákwa		and also	422
-le/-la/-na/-ne		negative imperative suffix	208
íle	(HL)	to look, to see	372
íleanya	(HL)	to look (eye)	448
léèt		late	451
léezhi (lá-ezhi)		of a truth, indeed, truly	416
íleṭa	(HL +)	to visit	422
léygòs(ɿ)		Lagos (town)	201
líihì/líihìla (la-ihì)		because of, on behalf of	296
líihìla/líihì		because	296
ílo/íyò	(HL)	to return	76
ílo-ulo (ólòrò-ulo)	(HL)	to be glutenous, gummy, sticky (like okra soup)	312
-lùka		hard, very much (adverbial suffix)	437
-M-			
m̐	(I)	my (possessive)	86
m̐/mù		I, me, my	44
íma	(H)	to throw	430
íma (mma)	(H)	to be good, to be attractive	362

ímǎ (aṭṭ)	(H)	to advise	430
ímǎ	(HL)	to know	103
mà		but, that, whether, (particle which introduces a possi- bility or a supposition)	136
mà/mme/mgbe	(IV)	time, when	186
máàcṭ		March	351
màka		concerning, about	298
màowùlāghṭ		whether it is or not	338
ímǎra	(HL +)	to know, to realize	224
máçṭs(ṭ)	(III + IV)	match	127
mbà	(III)	district, nation, tribe	342
m̌bereedé		sudden	442
m̌bòsṭ	(II + IV)	Nbawsṭ (place)	94
m̌bú	(II)	first, before	227
m̌bya		to come (a coming), (alternate infinitive= ṭbyaabya)	338
m̌gbád'á		down, downtown	423
mgbe/mà/mme	(IV)	time, when	186
ímé	(HL)	to do, to happen	88
méè		May	351
mèélégħaanya		perhaps ('when one doesn't look')	448
íméhu	(HL +)	to do again	302
íménzùkò		to have a party, to entertain at a meeting	256

BASIC COURSE

ímézhɪ	(HL ÷)	to repair, to do well, to treat well	410
íméc'a	(HL ÷)	to complete, to do to a finish	272
mhmm		oh!	238
míři	(IA-II)	water, rain	60
mířik(ɪ)	(III ÷ IV)	milk	236
mířhìòny		mission	349
mm		hmmm!	238
m'è/é'è		no (negative of yes)	138
mma/mma	(I, IA)	good, well, fine	44
mmadìláaka		P.N. (female), beauty is in hand	270
mmad'ù		man	243
mmè/mà/mgbe	(IV)	time, when	186
mmédúum		always, everytime, all the time	272
mmíř	(II-III)	wine	110
mmířngwò		raffia palm wine	138
mmířhkwù		palm wine	110
mòót'ù		at all	342
mótò	(III)	car, auto	442
mòndè		Monday	426
mòowùlāghɪ		whether it is or not (even if)	338
mákpurù	(I ÷ IA)	seed, minute (small)	372
mákpuróoshɪshɪ		fruit	372
-mù/-m		subject pronoun suffix	57

ímù	(HL)	to give birth to	102
ímù	(L)	to learn, to study	185
-N-			
ínà	(HL)	to take from	232
náani/láani		only	312
na-/la-		in, on, at, to (general prepositional prefix)	46
ná/lá		that	422
nà/là		and	124
nà		auxiliary verb for present action	138
-na/-ne/-la/-le		negative imperative suffix	208
nàhadi		be about to, auxiliary verb phrase	454
náí	(Inv.)	nine pence	392
ínàfa	(HL +)	to take away from (for oneself), to snatch	284
ínàta	(HL +)	to receive	232
ínàtahu	(HL + +)	to receive again	302
nàygírìà		Nigeria	342
ndéewó		greetings, thank you	238
ndíizuog'ụ		Ndizuogu (place)	95
ndị	(I)	group, people (sign of plurality)	132
ndịnkwuüt'üt'ụ		people who tap palm wine each morning (for sale during the day)	
ndoohyi		thieves (pl. of ónyoohyi a thief)	426

BASIC COURSE

ńd'ù	(III)	life, P.N. (male)	86
-ne/-na/-le/-la		negative imperative suffix	208
nh̃e/ih̃e/h̃e	(I)	thing	108
nh̃enành̃e		whatever	
-ní/-nị/-nú/-nụ		adverbial suffix, then, in that case	46
-nị/-nị/-nụ/-nụ		adverbial suffix, then, in that case	46
-nị/-nị		you (plural), (suffix form)	192
ńjókù	(II ÷ IA)	Njoku, P.N. (male)	157
ńkáahà/káahà		(of) that	296
ńnà	(III)	father	185
ńnamà	(II ÷ III)	cattle	324
ńnàmukwu		my boss, sir	324
ńné	(II)	mother	148
ńneéwı		Nnewı (place)	94
ńnóò		indeed, very much, at all, all the way to--	408
ínò	(L)	to stay, to sit, to be at (of animates)	90
ínòdị/ínòdụ	(L ÷)	to be seated	90
ínòòd'ù		to stay a long time, to stay late	374
nòvémbà		November	351
ńsògbú	(III ÷ II)	trouble, disturbance, discomfort	354
ńsúká	(II ÷ IA)	Nsukka (place)	94
ńtákirí		small	243

-nú/-nú/-ní/-ní		adverbial suffix, then, in that case	46
-nú/-nú/-ní/-ní		adverbial suffix, then, in that case	46
ínú	(HL)	to hear	100
ínúhu	(HL +)	to hear again	302
ńzúkò	(III + II)	meeting, gathering, (a) get together	256
ńcehyè	(I + III)	forgetfulness	448
-n-			
ńga	(IV)	spot, place	60
ńgáańà		there	60
ńgáí	(II + IA)	P.N. (town)	444
ńgù		bean salad and similar cold dishes	450
ńkàtá	(III + II)	conversation	422
ńke/kè	(IV)	that, that one, the one, which	46
ńkéà/kéè (ńke + a)		this	136
ńku	(IV)	wing	151
ńkuzhí	(I + I)	teaching	444
ínú	(H)	to drink	76
ńgwà/ńgwání		O.K., alright, let us--	238
ńgwání/ńgwà		O.K., alright, let us--	238
ńgwàńgwà		hurry	394
ńgwò	(III)	raffia-palm, raffia- palm wine	138
ńgwuuyò		house furnishings	426

BASIC COURSE

ngw'úrú		Ngwuru (town)	340
ñkwòntà		8th day of week	339
(ñkwò-ntà)			
ñkwuúkwu		4th day of week	339
(ñkwò-úkwu)			
ñkwú	(I)	palm, palm wine	74
ñwá	(II)	child	86
-0-			
-o/-e		suffix to a call	406
o/ò		he, she, it	46
óbì		heart	157
óbìòhà		P.N. (male), public spirit, public opinion	310
òbodo	(IV + IV)	town, city, country	378
ófe	(I)	soup, stew	310
ògírí/ògrí	(II)	a seasoning	326
ògíríawusa		Hausa seasoning	326
ògrí/ògírí	(II)	a seasoning	326
óg'è	(III)	time, occasion	222
òg'ìg'è	(IV + II)	fenced compound, mission, church	445
óhere	(I + I)	chance, opportunity	423
óhỹ́	(I)	theft	426
òjì	(II)	Ojì (place)	94
òkóro	(II + I)	youth	229
ók'e	(I)	male	86
ók'òòkpà		cock, (a male fowl) (rooster)	298

ók'ùt'ùt'ù		early morning	298
òlé	(II)	how much, how many	122
òléé	(II +)	which?, what?	46
òlééébe		where?	68
òlééèga		where?, what place?	172
òlóolé		how much [for] how many?	146
ònisha	(IV + IV)	Onitsha (place)	94
òpópò	(II + III)	Opobo (place)	94
óryòntà (óryò-ntà)		6th day of week	339
óryùúkwu (óryò-úkwu)		2nd day of week	338
óshlě		old	426
óshlshl	(Inv.)	tree, plant	210
ótù	(III)	one/a	124
òtu	(IV)	group, team	348
ótùíhuàhà		at once	467
ót'u/òt'u	(I/IV)	manner, condition	66
òvu	(IV)	caucal, bush-fowl (a bird)	158
òwere	(IV)	Owerri, P.N. (town)	60
òylyí	(IV + II)	appointment	442
ózh1	(I)	message	434
óce	(I)	chair, stool, a seat	376
óc'ò	(III)	grand (as in <u>grandfather</u>)	332
ógwè	(III)	self	338

ókwi	(I)	talk, speech	185
ónye	(I)	person	100
ònyé	(II)	person?, who?	319
ónyenkwuzhị		(a) teacher, [(a) person (of) teaching]	444
ònyéwù		Onyewu, P.N. (male)	392
ònyoghònyo		foolishness	436

-0-

o-/o-		he, she, it	46
òbùla/òwùla		any, -soever	342
ób'ĩàǎ	(III + IV)	guest, stranger	188
òdíghị		no, (opposite of yes)	148
òdókòrò	(II + II)	plenty, a lot	256
ód'ù	(III)	long time	374
ógàawù		it happened to be	450
ógò	(III)	relative-in-law	188
ógòòstị		August	351
òhà	(IV)	public	310
òhò		he, she, etc. - (person previously mentioned) - subject in reported speech	411
òhụù/òhùò	(II + IA)	new, newly	378
òhya	(I)	bush, forest	229
ójị	(I)	kola-nut, hors d'oeuvre	354
òjọ/òzọ	(II)	another (noun), other (noun), again (adv.)	236
òjọ/òzọ	(IV)	another (adj.), other (adj.)	236

òkìígwè	(IV ÷ IA)	Okigwi (place)	94
òkùlòòkù		o'clock	296
òktóbà		October	351
òkúkò	(II ÷ III)	chicken	151
òk'ụ	(I)	fire, heat, hot	354
òlìà		how? (how do you do?)	416
òlú	(II)	Orlu (place)	94
óma	(Inv.)	good, fine	68
òníca/ònyíca	(IV)	Onicha (town)	340
ónụ	(I)	mouth, inlet	372
ònuma	(IV ÷ IV)	tension	459
ónụegbù		P.N. (male)	310
ópara	(I ÷ I)	eldest son	350
ókpa/úkpa	(I)	kind, type, brand	238
òkpa	(IV)	fowl	298
òrụ	(I)	work, farm	66
òryà	(III)	sickness	436
òsọ	(I)	race, running	360
òtútụ	(II ÷ I)	plenty, many, a lot, numerous	390
òwùbèdị (òwùbèdị)		even if	338
òwùbèdị (òwùbèdị)		even if	338
òwùlà		every, each	450
òwùwa		act of breaking up (derived from <u>iwa</u> , to break up)	342

BASIC COURSE

òzò/òjò	(II)	another (noun), other (noun), again (adv.)	236
òzò/òjò	(IV)	another (adj.), other (adj.)	236
ógwù	(III)	medicine	222
ókwùrù	(III + IV)	okra, gumbo	310
ónwa	(I)	mouth	351
ònyíca/òníca		Onicha (town)	340
-P-			
ìpà	(H)	to carry (in the hand)	354
pààk	(Inv.)	park, parking place	392
pàpá	(II)	dad	406
pásìnjìigwè		passenger, bicycle (for hire)	445
ìpàtà	(H +)	to carry along (in the hand)	354
pósòòfìs(ì)		post office	208
-P'-			
p'enì	(Inv.)	penny	122
-KP-			
ìkpá	(H)	to show, to manifest, to exemplify, to practice (widely used with a variety of nouns to form verb-object compounds)	312
ìkpà	(L)	to cut (hair)	376
ìkpàṅkàtá		to converse	423
ìkpá-ùhṽà	(H)	to be pleasing to, to be appealing to, to be pleasant to	312

íkpò	(HL)	to call, to take with, be accompanied by	363
íkpòb'àtá	(HL + L +)	to invite in (to call to come inside)	451
íkpòka	(HL)	to crash, crack up	446
íkpòkasa	(HL +)	to smash completely	446
íkpòta	(HL +)	to invite to come along, to bring along	363
íkpù (òbɔ̃'aa)	(H)	to entertain	188
íkpù	(L)	to hold (in the mouth)	372
íkpùurò (íkpá-urò)	(HL)	to jest, to kid	422
-R-			
-ra		adverbial suffix	126
írá	(H)	to lick, to lap	249
ráisɪ	(III + IV)	rice	236
íré	(H)	to sell	72
réluwèè		railway	444
rèluwéestèshìonụ		railway station	444
fi	(I)	food	72
íri	(H)	to eat	72
fièhɔ̃ihɔ̃è		lunch	366
írú	(HL)	to reach	172
rúo		until	446
ířù	(H)	to work	70

BASIC COURSE

-S-

íṣá	(H)	to wash	74
sèptèmbà		September	351
sìgereèet'(1)	(IV + IV)	cigarette	238
síṭe		starting from, since, see also shíṭe	356
sí		that (saying)	310
íṣí	(H)	to say, to ask, to tell	224
skúùl(u)	(III + IV)	school	208

-SH-

íshi	(H)	to be from	88
íshi	(HL)	to cook	74
íshifu	(HL +)	to be up to cooking	454
íshíik'è		-to be strong-, to pass thru strength	88
shílì/shínì	(III)	shilling	127
shínì/shílì	(III)	shilling	127
shíshì	(III)	sixpence	127
shíṭe		starting from, since, from íshi(ṭe), to be from	356
íshíṭe	(HL +)	to prepare (cook) and bring [food]	349
íshíashí	(H)	to lie	404
shóòp(ṽ)	(III + IV)	shop, store	428

-T-

tàghzí	(II)	taxi	392
ítíi	(HL)	to put into	312

títí	(II)	P.N. (female)	254
ítììghe	(H +)	to put into, to add to	324
tómátò	(Inv.)	tomato	186
tóro	(I)	threepence	146
tútu	(I)	before	394
ítùùtò/ìcò-ùcò	(H)	to be tasty, sweet	326

-T'-

t'áà	(III)	today	298
t'áà		from today	298
ít'è	(H)	to awaken	44

-T-

-ta/-te		adverbial suffix for motion toward	44
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-U-

ùb'é	(II)	pear	374
ùgbuà/ùgbuò		now, this moment	172
údì	(III)	Udi (place)	95
úguta	(I + III)	Oguta (place)	94
ùjìshì	(II + III)	nighttime, dark of night	446
úlò/ùlò/úyò/ùyò	(III)	house, home, residence	132
úlòògṽ'ù/úyòògṽ'ù		hospital	222
úmù/ùmù		pronoun (they, them) used in indirect discourse	224
úmùáhyà	(III + III)	Unuahia (place name)	86
úñèrè	(III + IV)	banana(s)	127

BASIC COURSE

únù	(III)	you (plural)	66
úrù	(III)	gain, benefit	431
ùsékw'ù	(II + I)	kitchen	459
úyáákwúkwo		school (building)	208
úyeelù (úyò + élù)		storey building	434
úyò/úyò/úlò/úlò	(III)	house, home, residence	132
ùyo	(II)	Uyo (place)	94
úyòógw'ù/úlòógw'ù		hospital	222
úkwu	(Inv.)	big	210
úkwuluukwu	(Inv.)	gigantic, very large	384
-Ü-			
úbòcɪ	(III + IV)	day, 24 hours	410
úgbò	(I)	powered vehicle	416
úgbòelù		airplane	416
ùfódù	(II + I)	some	342
ùghá	(II)	falsehood	422
ùkó	(II)	scarcity, poverty	354
ùkònhɛ̀		poverty, scarcity of things	354
úlò/úlò/úyò/úyò	(III)	home, house, residence	132
úmù/úmù		pronoun (they, them) used in indirect discourse	224
úmù		children, offspring	243
úmùaghàrà		(a village)	342
úmùt̀àkírɪ		(small) children	243

úkpa/ókpa	(I)	kind, type, brand	238
úřa	(I)	sleep	217
úrò	(III)	play, game	422
ùtò/ùcò	(II)	sweet, delicious	326
ùt'ùt'ù	(II + III)	morning	298
úyò/úyò/úlò/úlò	(III)	house, home, residence	132
úzò	(III)	road, door, way	229
ùcò/ùtò	(II)	sweet, delicious (adj.); sweetness, taste (noun)	326
ùc'á	(II)	white, pure, clean, fresh	384
úkwu	(I)	foot, leg	442
úgwò	(I)	debt	238
úhwa	(III)	pleasantness	312
-V-			
ívù	(HL)	to carry (on the head)	354
ívù (ívù)	(L)	to be fat, to be of great extent	358
ívùlayò	(H +)	to carry back	445
ívùte	(HL +)	to carry along, to bring along	354
ívù	(L)	to dig out	90
-W-			
-wa/-we		adverbial suffix - (inceptive) - 'start to'	46
-we/-wa		adverbial suffix (inceptive) - 'start to'	46

BASIC COURSE

íwè' (íwe)	(HL)	to be angry	208
íwè	(L)	to take	146
íwèrè	(L +)	to take (away), to remove	146
wétà	(III)	waiter	236
íwètà	(L +)	to bring	238
íwètàrà	(L + +)	to bring for ---	238
íwèzùgha	(L +)	to take aside	423
wíìkì		week	378
íwù	(H)	to be, to amount to	100
íwùdì	(H + HL)	to really be	426
-Y-			
yá		he, she, it, him, her, that	60
íyí (òyíyí)	(HL)	to make (an appointment)	442
íyò	(HL)	to return	76
íyò	(L)	to sift	90
-Z-			
ízá	(H)	to answer	191
ízá	(L)	to sweep	90
-zì/-zhì		adverbial suffix - action well done	410
zììkì		Zìk (Dr. Azìkìwe)	378
ízò/íjò	(L)	to fall (of rain)	338
ízù (ohyí)	(H)	to steal	454
ízù	(L)	to meet	256
ízù	(L)	to complete, to finish	148

ízu-ík'e	(L)	to regain strength, to rest (to complete strength)	284
ízùkọ	(L +)	to meet together	256
ízùřu	(H +)	to steal for (oneself)	426
ízùrík'e (ízùru-ík'e)	(L +)	to rest, to take a rest	284
ízùte	(L +)	to meet	229
ízù	(HL)	to buy	74
ízù	(HL)	to sell to	146
ízùrụ	(HL +)	to buy and take	124
ízùrục'a	(HL + +)	to buy up and take away	148
ízùc'a	(HL +)	to buy up	148
-ZH-			
-zh₁/-z₁		adverbial suffix - action well done	410
ízhì	(L)	to deliver (a message)	434
-C-			
íce	(H)	to await	232
íce	(L)	to think, to suppose	136
céènj(1)	(III + IV)	change (money)	146
ícehyè	(H +)	to forget	448
ícere	(HL +)	to wait for	446
cí	(I)	God	222
cí	(I)	day, daylight	256
icìcì	(L +)	to wander, to fool around	437

BASIC COURSE

cídi		Chidi, P.N. (male)	185
[short for cídidiadi]		'God is (a being)']	
cíjiòke		P.N. (male)	360
címà		God knows, P.N. (male)	236
cínèékè		God	222
cínyèře		P.N. (female)	142
ícò	(HL)	to want, to desire, to like to	46
ícò	(H)	to be older than	359
ícò-ucò/ítò-ùtò	(H)	to be tasty, sweet	326
cúkwu	(I)	God	270
cúkwumà		P.N. (male), ('God knows')	270
-C'-			
-c'a/-c'e		aspect suffix of completed action or state (finish---ing)	148
íc'à	(H)	to shine (to glow)	338
íc'à (ac'a)	(H)	to be ripe, clean(ed)	384
íc'à (uc'a)	(H)	to be white, clean, fresh	384
-c'e/-c'a		aspect suffix of complete action a state (finish---ing)	148
-GW-			
ígwa	(HL)	to tell, to inform, to ask (to be instructed to, to instruct to)	191
ígwòta	(HL +)	to mix and bring	450

ígwù(mířì)	(L)	to swim	254
ígwù	(HL)	to finish	454
-HW-			
íhṽà (ùhṽa)	(L)	to be pleasant	312
-KW-			
-kwá/-kwé		adverbial suffix 'also'	46
kwanị/kwenị		and then	46
íkwád'ò	(H)	to get ready	451
-kwé/-kwá		adverbial suffix 'also'	46
íkwé	(HL)	to agree, to permit	191
íkwèkọ	(H +)	to agree together	450
íkwèkọta	(HL + +)	to agree together	450
kwenị/kwanị		and then	46
íkwù (okwu)	(HL)	to talk	176
íkwù	(H)	to pay	122
íkwù	(H)	to accompany	418
íkwùshị	(H +)	to stop	172
-KW' -			
-kw'ù		adverbial suffix - catch up with	420
-NW-			
ṅwá	(II)	child (see ñṅwá)	86
ṅwà		self	66
ṅwáanuohyá		son of wild beast, fool, oaf, yokel (term of disrespect)	458

BASIC COURSE

ḡwáàyọ		gently, slowly	270
ḡwáànyị		female, woman, wife	256
ḡwá-bèkéè		a white man	185
ḡwá'ne		mother's child (sibling)	148
ḡwáḡkwọ		child of the fourth day, P.N.	278
ḡwáṭàkírí		a (small) child	243
íḡwè	(H)	to have	172
íḡwè	(HL)	to exist	236
íḡwè-ík'e		to be able ('can')	172
íḡwèṭa	(H +)	to get, to obtain	392
ḡwíyè	(III)	wife	222
ḡwóok'è/ḡwóok'ò		man, male person	86
ḡwoókoro		(child of) youth, P.N.	229
-NY-			
ínyè	(HL)	to give	146